

**Principal leadership and school performance: A case study
in Gauteng schools**

by

CHANÉ SMITH

submitted in accordance with the requirements
for the degree of

MASTER OF EDUCATION

in the subject

EDUCATION MANAGEMENT

at the

UNIVERSITY OF SOUTH AFRICA

SUPERVISOR: Prof RJ BOTHA

OCTOBER 2019

TABLE OF CONTENTS

DECLARATION.....	7
SUMMARY.....	8

CHAPTER 1: ORIENTATION TO THE STUDY

1.1. INTRODUCTION AND BACKGROUND TO THE STUDY.....	9
1.2. RATIONALE FOR THE STUDY.....	12
1.3. STATEMENT OF THE PROBLEM	13
1.4. AIMS AND OBJECTIVES OF THE STUDY	13
1.5. RESEARCH METHODOLOGY AND DESIGN.....	14
1.5.1. Research approach	14
1.5.2. Population and sampling	15
1.5.3. Instrumentation and data collection	16
1.5.4. Data analysis and interpretation	17
1.6. TRUSTWORTHINESS OF THE RESEARCH	22
1.7. RESEARCH ETHICS.....	23
1.8. PLANNING OF THE STUDY.....	24
1.8.1. Chapter 1: Introduction and background to the research.....	24
1.8.2. Chapter 2: Educational leadership and school performance: A literature study.....	24
1.8.3. Chapter 3: Research design and methodology.....	24
1.8.4. Chapter 4: Presentation, analysis and discussion of research data and findings.....	24
1.8.5. Chapter 5: Summary, recommendations and conclusion.....	24
1.9. DEFINITION OF KEY CONCEPTS	25
1.9.1. Leadership.....	25
1.9.2. Educational leadership.....	25
1.9.3. School performance.....	25
1.10. CONCLUSION	26

CHAPTER 2:
EDUCATIONAL LEADERSHIP AND SCHOOL PERFORMANCE:
A LITERATURE STUDY

2.1. INTRODUCTION.....	27
2.2. THE CONCEPT OF LEADERSHIP.....	27
2.3. THE LINK BETWEEN LEADERSHIP AND MANAGEMENT.....	29
2.4. LEADERSHIP AND MANAGEMENT IN THE EDUCATIONAL CONTEXT.....	30
2.5. EDUCATIONAL LEADERSHIP AND MANAGEMENT MODELS.....	33
2.6. THEORIES OF LEADERSHIP.....	35
2.6.1. Trait theories.....	35
2.6.2. Behavioural theories.....	37
2.6.3. Contingency / Situational theories.....	37
2.7. CHARACTERISTICS OF LEADERSHIP THEORIES.....	39
2.8. EDUCATIONAL LEADERSHIP DIMENSIONS.....	40
2.9. THE ROLE OF THE SCHOOL PRINCIPAL.....	42
2.10. MEASUREMENT OF SCHOOL PERFORMANCE.....	44
2.11. THE LINK BETWEEN EDUCATIONAL LEADERSHIP AND SCHOOL PERFORMANCE.....	46
2.12. CONCLUSION.....	50

CHAPTER 3:
RESEARCH METHODOLOGY AND DESIGN

3.1. INTRODUCTION	51
3.2. PURPOSE OF THE STUDY	51
3.3. RESEARCH QUESTIONS	52
3.4. THE RESEARCH DESIGN	52
3.5. THE RESEARCH APPROACH	53
3.6. POPULATION AND SAMPLING	55
3.7. INSTRUMENTATION AND DATA COLLECTION PROCEDURES	56
3.8. DATA ANALYSIS AND DATA PRESENTATION.....	58
3.8.1. Data analysis	58

3.8.2. Data presentation	61
3.9. TRUSTWORTHINESS OF THE RESEARCH	62
3.10. RESEARCH ETICS	63
3.10.1. Informed consent	64
3.10.2. Anonymity and confidentiality	64
3.10.3. Caring and fairness	65
3.11. CONCLUSION	65

CHAPTER 4:

PRESENTATION, ANALYSIS AND DISCUSSION OF RESEARCH DATA

4.1. INTRODUCTION.....	66
4.2. THE RESEARCH PROCESS.....	67
4.2.1. Introduction.....	67
4.2.2. Method used for collecting data.....	67
4.2.3. Challenges experienced during the research process.....	69
4.2.4. Positive aspects experienced during the research process.....	69
4.3. DATA ANALYSIS.....	69
4.3.1. Introduction.....	69
4.3.2. Demographic data.....	70
4.3.3. Conclusion.....	73
4.3.4. Analysis of data obtained from interviews.....	73
4.3.4.1. <i>School performance.....</i>	<i>73</i>
<i>a. The climate of schools.....</i>	<i>73</i>
<i>b. Qualities of an effective school.....</i>	<i>76</i>
4.3.4.2. <i>Relationships in the school setting.....</i>	<i>78</i>
<i>a. Between the school and the community.....</i>	<i>78</i>
<i>b. Between the principal and teachers.....</i>	<i>81</i>

4.3.4.3. School leadership.....	84
a. Levels of leadership.....	84
b. Induction management training of principals.....	86
c. Support offered from leadership in terms of the classroom and the curriculum.....	87
4.3.4.4. The vision and mission statement of schools.....	93
4.3.4.5. Strategic planning of schools.....	94
4.3.4.6. Administrative duties expected from the teachers.....	95
4.3.4.7. School finances.....	98
4.4. DATA INTERPRETATION.....	101
4.4.1. The role of a school principal.....	101
4.4.2. The difference between schools that are performing well and schools that are performing poorly in the Gauteng area.....	101
4.4.3. The influence of the principal's leadership style on school performance in Gauteng schools.....	103
4.4.4. The leadership style of principals that can be linked to effective performance in schools.....	105
4.5. CONCLUSION.....	107

CHAPTER 5:

SUMMARY, FINDINGS, RECOMMENDATIONS AND CONCLUSION

5.1. INTRODUCTION.....	108
5.2. SUMMARY OF THE STUDY.....	108
5.3. FINDINGS FROM THE STUDY.....	110
5.3.1. Introduction.....	110
5.3.2. Findings with regard to research sub-aim one: The role and functions of the school principal.....	110

5.3.3. Findings with regard to research sub-aim two: The difference between low performing schools and high performing schools in the Gauteng area.....	112
5.3.4. Findings with regard to research sub-aim three: The effect of the principals' leadership style on the performance of schools.....	113
5.3.5. Findings with regard to research sub-aim four: The leadership style that can be linked to effective school performance.....	114
5.4. RECOMMENDATIONS FROM THE STUDY.....	115
5.4.1. Introduction.....	115
5.4.2. Recommendation with regard to research sub-aim one: The role and functions of the school principal.....	115
5.4.3. Recommendation with regard to research sub-aim two: The difference between low performing schools and high performing schools in the Gauteng area.....	117
5.4.4. Recommendation with regard to research sub-aim three: The effect of the principals' leadership style on the performance of schools.....	119
5.4.5. Recommendation with regard to research sub-aim four: The leadership style that can be linked to effective school performance.....	120
5.5. LIMITATIONS TO THE STUDY.....	121
5.6. RECOMMENDATIONS FOR FUTURE RESEARCH.....	121
5.7. CONCLUSION.....	122
BIBLIOGRAPHY.....	124

LIST OF FIGURES

Figure 3.1: The systematic process of analysing data.....	59
Figure 4.1: Number of participants.....	70
Figure 4.2: Gender of participants.....	70
Figure 4.3: Ages of participants.....	71
Figure 4.4: Years of experience.....	71
Figure 4.5: Highest academic qualifications of principals.....	72
Figure 4.6: Highest academic qualifications of teachers.....	72

LIST OF ANNEXURES

Annexure A: Ethical Clearance Certificate from UNISA.....	132
Annexure B: Request to conduct research in schools of the Gauteng Department of Education	134
Annexure C: Gauteng Department of Education Approval Letter.....	135
Annexure D: Permission request from school	137
Annexure E: Consent letters to participants	138
Annexure F: Interview schedule for principals	139
Annexure G: Interview schedule for teachers	143
Annexure H: Questions on demographic information for principals and teachers ..	146
Annexure I : Participant transcript (Principal).....	148
Annexure J: Participant transcript (Educator).....	152
Annexure K: Language Editing Certificate.....	162

DECLARATION

Name: **Chané Smith**

Student number: **61947830**

Degree: **MEd**

Exact wording of the title of the dissertation as appearing on the electronic copy submitted for examination:

Principal leadership and school performance: A Case study in Gauteng schools.

I declare that the above dissertation is my own work and that all the sources that I have used or quoted have been indicated and acknowledged by means of complete references.

I further declare that I submitted the dissertation to originality checking software and that it falls within the accepted requirements for originality.

I further declare that I have not previously submitted this work, or part of it, for examination at Unisa for another qualification or at any other higher education institution.



SIGNATURE

30 August 2019

DATE

SUMMARY

This study investigated the relationship between principal leadership and school performance in Gauteng schools. The study examined the role and functions of the school principal, the differences between schools which perform well and schools which perform poorly, and what influence the leadership style of the principal has on the performance of the school. It was a qualitative study. Principals and teachers were interviewed. The study found that the leadership style of the school principal influences the performance of the school. The study also revealed that the principal, the management team, the teachers and the community all need to be invested in the success of the school in order to provide the learners with quality education.

Key terms: Leadership, Educational leadership, School performance, Leadership styles, School principal, Learners, School management, Collaborative leadership, Quality education, Community.

CHAPTER 1

ORIENTATION TO THE STUDY

1.1. INTRODUCTION AND BACKGROUND TO THE STUDY

“Lead from the back- Let others believe they are in front”

Nelson Mandela

According to a study by Spaull (2013), the South African education system is considered to be one of the worst education systems among all middle-income countries that participate in the cross-country assessment of educational achievement. The study, inter alia, indicates that most South African learners cannot read, write or compute at grade-appropriate levels (except for a wealthy minority). South Africa participated in large-scale, cross-country research studies conducted by the 15 school systems involved in the Southern and Eastern Africa Consortium for Monitoring Educational Quality (SACMEQ) in 2000 and 2007. The latest results available from the SACMEQ (2011) concluded that 41% of rural Grade 6 learners were functionally illiterate compared to 13% of urban learners in the same grade. Furthermore, local Grade 6 learners performed worse than learners in many poorer African countries like Kenya and Tanzania (Spaull, 2015).

In South Africa, history itself has always been a political struggle (Johnson, 2004). The struggle facing South Africa, in its new democratic dispensation is to overcome the legacy of the pre-apartheid and apartheid eras which were both characterised by inequality. The post-apartheid government must provide a system of education that builds on democracy, social justice and human rights. The Department of Basic Education states that South Africa has set goals aimed at eradicating poverty, reducing inequality, growing the economy by 5.4%, and cutting the unemployment rate by 6% by 2030. Therefore, improved learner performance is critical to the basic education sector (RSA, 2017/2018).

Many studies have been done on the challenges of the South African education system and some examples appear below.

- Teenage pregnancy is considered to have an impact on the school dropout rate in South Africa. A study conducted by Timaeus and Moultrie (2015) indicates that 35% of South African woman aged between 20-34 had their first child before their twentieth birthday. Only 48% from woman in this age group matriculated from school successfully.

This study concluded that pregnancies are less common in high-income households and that the socioeconomic background of teenage girls plays a role.

- Violence in South Africa is widespread according to a study by Souverein, Ward, Visser and Burton (2015). In the study they reported that, during 2012 and 2013, there were 31 murders and 355 assaults with intent to cause harm, per 100 000 population. The study further states that 33% of parents admitted to beating their children, 21% of children witnessed aggressive disputes between family members, and 16% reported that someone in their family had been imprisoned. According to this study a school should serve as a protective factor against criminal activities, but in many South African schools' chaos reigns due to teaching time and resources being limited, school management being unable to fulfil its functions, and many students failing. Corporal punishment is still used in some schools, even though it is illegal, and the levels of violence and crime in schools are very high across gender, age, and race.
- Children affected by HIV/AIDS are more at risk of anxiety, depression and bullying victimisation according to a study by Boyes and Cluver (2015).

These studies sheds light on just a few of the many challenges that influence the South African education system. School principals must lead schools where learners are affected by circumstances outside of their control. For this reason, the school principal has the responsibility to provide learners of all genders, races, and socio-economic backgrounds, with the opportunity to have the best possible education in a safe environment conducive to growth.

According to a study by Moloi (2007), school principals must lead and manage schools which are constantly changing, and they must shape the direction and the development of the school. The principal must also ensure that quality education is taking place; they should develop and empower staff members, and work with and for the community to manage the school effectively. Competent principals do not only require these key areas to manage a school effectively, but the notion of sustainability also pertains to school leadership. Principals need a long period of engagement to effect positive change in a school. School leadership and management are both primarily concerned with the teaching and learning process to make sure that this is managed competently and effectively for the benefit of all learners (Drysdale, Gurr, Jacobson & Merchant, 2014).

The leadership style of the principal plays an integral role in the functioning of all aspects of a school (Smith, 2016). According to a study conducted on the leadership qualities of school principals in China, Malaysia and India, an educational institution can degenerate or maintain the status quo, or rise to prominence, with a change of principal (Sharman, Hechuan & Kannan, 2012).

Learners need to be provided with opportunities for high quality education and this can only be done by strengthening the management and leadership capacities of those working in schools. We are living in an era of organisational changes and, for educational improvement to occur, school leadership must adapt to these changes. The success of a school depends, to a certain extent, on the style of leadership prevailing in the school (Botha, 2013).

Not all schools in South Africa perform poorly. Some schools perform exceptionally well which can relate, inter alia, to good school management, a healthy school climate, professionalism of staff members, and good time management. This research study aims to contribute to existing research to investigate why some schools succeed and why others do not, which will give researchers a better understanding of what issues should be addressed, to provide quality education to all South African learners.

1.2. RATIONALE FOR THE STUDY

As a teacher in South Africa I have always been interested in finding ways of improving education for all learners. I believe that the success of a school starts with the principal. I want to explore ways in which the principal can be empowered as a leader to enhance the teaching and learning process in this country, in order to provide equal and quality education to all learners.

Poor performance in South African schools reinforces inequality and contributes to a situation where children inherit the social situation of their parents, irrespective of their motivation or ability. In order for all learners in South Africa to receive quality education, the underlying issues of education need to be addressed (Spaull, 2013).

In the past two decades, much attention has been paid to educational leadership and the role of the principal regarding learner outcomes. According to a study by Polonic (2016), the principalship has many dimensions, inter alia navigating school culture, enhancing instruction, operations, resources, community contexts, and developing a school vision, while acting with integrity and influence. Moser (2017: 1) investigated the following question in his study: *“Why is it that some schools with similar typology have varying degrees of student achievement?”*. Furthermore, the study states that the principals have to adapt to the chaotic new paradigm where parents and politicians demand greater learner performance and where these stakeholders hold the principal responsible. But it appears that research has raised even more questions about the relationship between leadership and school performance, rather than clarifying these issues (Witziers, Bosker & Krüger, 2003). Research still does not give conclusive answers to the question posed by Bossert, Dwyer, Rowan and Lee (1982:34) from the early 1980's, namely: *“How do school principals steer the primary processes in their schools; and how can they become effective?”*.

This study aims at contributing to the quality of education in South Africa by establishing the link between performance of a school and the role of the principal as leader. School principals can be empowered to become exceptional leaders, which will in turn empower teachers to teach better and this will lead to learners being able to perform better.

1.3. STATEMENT OF THE PROBLEM

The section above leads to the problem statement of the study which can be phrased as a research question, namely: *What is the relationship between principal leadership and school performance in four selected schools in the Gauteng area?* This main question leads to the following sub-questions:

- What is the role of the principal in a school?
- What is the major difference between schools that are performing well and schools that are performing poorly?
- Does the leadership style of the principal influence school performance in schools?
- What leadership style of principals can be directly linked to effective school performance in schools?

1.4. AIMS AND OBJECTIVES OF THE STUDY

The main aim of the study is to determine whether there is a relationship between the leadership of the principal and school performance in Gauteng schools. This main aim can be divided into the following research objectives with the study, namely:

- to investigate the role and functions of the school principal;
- to find out what the major differences are between low performing schools and high performing schools;
- to determine if the leadership style of the principal has an effect on school performance in schools; and
- to determine which leadership style can be linked to effective school performance in schools.

1.5. RESEARCH METHODOLOGY AND DESIGN

1.5.1. Research approach

A research design presents the plan that describes the conditions and procedures for collecting and analysing data. The purpose of a research design is to create a plan that will generate empirical evidence that will be used to answer the research questions. The researcher will follow a qualitative research approach. The researcher has chosen this approach, because a qualitative research approach will establish patterns of leadership in school settings by gathering data relating to naturally occurring phenomena (Macmillan & Schumacher, 2014). The researcher will focus on the voices of the participants in collecting data to answer the research questions. Creswell (2007: 37) defines qualitative research as follows:

Qualitative research begins with assumptions, a worldview, the possible use of a theoretical lens, and the study of research problems inquiring into the meaning individuals or groups ascribe to a social or human problem. To study this problem, qualitative researchers use an emerging qualitative approach to inquiry, the collection of data in a natural setting sensitive to the people and places under study, and data analysis that is inductive and establishes patterns or themes. The final written report or presentation includes the voices of participants, the reflectivity of the researcher, and a complex description of the problem.

The data collection strategy that will be used with the qualitative research approach, will be a case study. A case study is an in-depth analysis of a single entity. Data collection is extensive and the researcher must gather information to provide an in-depth understanding of the phenomenon being studied (Macmillan & Schumacher, 2014).

According to Macmillan and Schumacher (2014) there are nine characteristics present, to some degree, when conducting a qualitative study and these are listed below.

- **Natural settings:** Behaviour is studied in the natural setting as it occurs.
- **Context sensitivity:** The context in which the behaviour occurs should be considered by the researcher.

- **Direct data collection:** The researcher must collect data directly from the source, either as an observer, an interviewer or by studying artefacts and documents.
- **Rich narrative descriptions:** Detailed descriptions should be provided by the researcher that will provide in-depth understanding of behaviour.
- **Process orientation:** Qualitative researchers want to know how and why behaviour occurs.
- **Inductive data analysis:** Data is gathered first and then synthesised inductively to generate generalisations.
- **Participant perspectives:** Qualitative researchers focus on the understanding, descriptions and points of view of the participants.
- **Emergent design:** The design changes as the study takes place.
- **Complexity of understanding and explanations:** Understandings and explanations are complex, with multiple perspectives.

These characteristics will be utilised by this researcher to provide valuable, information-rich data, which can contribute to the understanding of the leadership in a school. The researcher will conduct the study in the participants' natural setting, by using in-depth interviews to provide detailed descriptions of participants perspectives. This method of gathering information will provide multiple perspectives from various participants and will contribute to the study by providing insights into the leadership style of the school principal.

1.5.2. Population and sampling

Macmillan and Schumacher (2014:129) define population and sampling as follow:

Population refers to a group of individuals or events from which a sample is drawn and to which results can be generated, and the sample is the group of subjects from whom data is collected; often representative of a specific population.

The target population selected for this research will be primary and secondary schools (both public and private) in the Gauteng Province. The sample drawn from the population will be four selected schools in this area.

The researcher will select two primary schools (one public school and one private school) and two secondary schools (one public school and one private school). This selection of schools cannot represent all schools in Gauteng but will provide the researcher with a fair amount of data in answering the research question. This data can then be used to further research in this field.

The researcher will make use of snowball sampling, also called network sampling. Snowball sampling is when participant referrals are the basis for choosing a sample. Each participant will suggest another participant who fits the profile sought after by the researcher. This sampling technique will be used, because the researcher will conduct in-depth interviews only, rather than participant observation research. This strategy will prevent individuals from forming a naturally bounded group and to ensure that participants are scattered throughout the population (Macmillan & Schumacher, 2014). The researcher will conduct in-depth interviews with the principal and four teachers in each of the selected schools. There will be 20 ($n=20$) participants ($5 \times 4=20$) interviewed in total.

1.5.3. Instrumentation and data collection

The researcher will make use of in-depth interviews to gather data. In-depth interviews use open-response questions to obtain data concerning how participants conceive the world around them. The advantage of face to face, in-depth interviews is that the researcher can record extra information from the participant with social cues displayed, such as voice and body language. Another advantage is that there is no significant time delay between responses. The interviewee's responses are spontaneous and not an extended reflection.

On the other hand, the researcher has to be careful not to lead the interviewee's behaviour in a certain direction and to be objective at all times (Opdenakker, 2006). The in-depth interviews will be semi-structured, because the researcher will set up specific interview questions that will allow for individual, open-ended responses from the participants (Macmillan & Schumacher, 2014).

1.5.4. Data analysis and interpretation

Qualitative analysis is a systematic process of coding, categorising, and interpreting data to provide explanations for a single phenomenon. After data has been collected, coding will commence, which means that the researcher will identify segments of relevant information (Macmillan & Schumacher, 2014).

According to Macmillan and Schumacher (2014), there are steps to identify and refine data codes as listed below.

- Get a sense of the whole by reading through all the data and making notes as you read.
- Generate initial codes from the data by dividing the segments into groups.
- Compare codes for duplication and overlapping descriptions. Make a list of the major codes, important codes and minor codes.
- Provide descriptive code names that correspond with the data and make sure that nothing has been overlooked.
- Refine the coding system.

When coding is complete, the researcher will form categories. Categories represent major ideas that are used to describe the meaning of coded data.

Forming categories will allow the researcher to discover patterns to understand the complex links between people's situations, mental processes, beliefs and actions. The researcher will then be able to determine which data illustrates the research problem (Macmillan & Schumacher, 2014).

An illustration adapted by Vierra and Pollock (1992) about analysing qualitative data:

Codes (segments) —————> Categories —————> Patterns

The in-depth interviews will be recorded with an audio recorder and transcribed, after which these will be analysed. Interpretations will be made based on the analysed data to answer the research questions.

The leadership style and the level of participation from the principal of the school can be linked to school performance by putting the principal into one of the following quadrants (Lambert, 2003):

Table 1.1: Principal's level of participation

Depth of leadership skills and understanding	<p>Low</p> <p>Quadrant 1</p> <p>Principal as autocratic manager. Limited (one-way) flow of information; no shared vision. Co-dependent, paternal/maternal relationships; rigidly defined roles. Norms of compliance, blame; programme coherence technical and superficial. Lack of innovation in teaching and learning. Student achievement is poor, or showing short-term improvements on standardised measures.</p>	<p>Quadrant 2</p> <p>High</p> <p>Principal as "laissez-faire" manager; many teachers developing unrelated programmes. Fragmentation and lack of coherence of information, and programmes' lack of shared purpose. Norms of individualism, lack of collective responsibility. Undefined roles and responsibilities. Spotty innovation with both excellent and poor classrooms. Student achievement appears static overall (unless data are disaggregated).</p>	Depth of leadership skills and understanding
	<p>Low</p> <p>Quadrant 3</p> <p>Principal and key teachers as purposeful leadership team. Limited uses of school-wide data, information flow within designated leadership groups. Polarised staff, pockets of strong resistance. Designated leaders act efficiently; others serve in traditional roles. Strong reflection, innovation, and teaching excellence among selected teachers; programme coherence still weak. Student achievement.</p>	<p>Quadrant 4</p> <p>High</p> <p>Principal and teachers, as well as parents and students, are skilful leaders. Shared vision results in programme coherence. Inquiry-based use of information to inform decisions and practice. Roles and actions reflect broad involvement, collaboration, and collective responsibility. Reflective practice consistently leads to innovation. Student achievement is high or improving steadily.</p>	

Interpretations drawn from the analysed data, will be compared to the following leadership styles to determine which leadership style is directly linked to schools performing well (Botha, 2013):

- **Contingency leadership:** Based on Fiedler's contingency theory (1967), the contingency leadership conception of a school principal is based on the premise that every situation is unique. Thus, the effectiveness of the principal's leadership is contingent upon a situation. This theory emphasises the need to place leaders in situations which are suited for them, or to change the situation to match his or her own style (Seters & Field, 1990).
- **Laissez-faire leadership:** This type of leadership is where the leader avoids making decisions and choices, and abdicates his/her responsibilities (Bass, 1998). The leader assumes that everyone knows what their responsibilities are and hopes that things will improve without exerting any responsibility. A study conducted at the University of Bergen on laissez-faire leadership in schools, found that this leadership style was positively correlated with role conflict, role ambiguity, and conflicts with co-workers. The study further stated that the results support the assumption that laissez-faire leadership behaviour can be destructive (Skogstad, Einarsen, Torsheim, Aasland & Hetland, 2007).
- **Transactional leadership:** James MacGregor Burns, in his book *Leadership* (1978), identified two types of leadership: transactional and transformational leadership. He explains that transactional leadership occurs when one person makes contact with others for the purpose of exchanging things of value. He further states that transformational leadership creates a relationship of mutual stimulation and converts followers into leaders. Jones and Rudd (2007) explain transactional leadership as being the relationship existing between leader and the follower which is forged mainly on the exchange of things of value to both sides. The leader and the follower agree on goals and objectives, the achievement of which is motivated by reward and punishment.

- **Collaborative leadership:** In collaborative leadership it is acknowledged that leadership of an organisation cannot be the exclusive preserve of a single person, but that it should be team-based and collaborative (Bezzina & Vidoni, 2006). Collaborative leadership occurs when all members of the team are fully engaged in the leadership to maximise the potential of the team. Collaborative leadership can be regarded as the development of empowerment in teams (Pearce, 2004). Empowerment in teams leads to the development of an individual's skills.
- **Transformational leadership:** Transformational leadership is built on a unity between leaders and followers around a collective vision, mission and purpose. This type of leadership occurs when leaders and followers work together to achieve common goals (Barnett, 2003). According to Bass (1990) transformational leaders inspire, energise and intellectually stimulate their employees. Transformational leaders broaden the interests of their employees by generating awareness and acceptance of the purpose and mission of the group (Bass, 1990).
- **Turnaround leadership:** This type of leadership focuses on the development of intervention strategies for rapid and sustainable change towards improving the performance of schools which persistently performs poorly according to state tests (Fullan, 2005). This type of leader would put certain strategies into place to help a school that is performing poorly, to perform better.
- **Sustainable leadership:** Sustainable school leadership focuses on sustainability and believes that, for a goal to be achieved, leadership should not be confined to an individual, but should be distributed to others who operate in a system and that has a positive benefit for others now and in the future (Hargreaves & Fink, 2004). According to this definition and research conducted by Hargreaves and Fink (2006), there are seven principles of sustainability in educational change and leadership and these are; sustainable leadership matters; sustainable leadership lasts; sustainable leadership spreads; sustainable leadership does no harm to, and actively improves the surrounding environment; sustainable leadership promotes cohesive diversity; sustainable leadership develops and does not

deplete material and human resources; and sustainable leadership honours and learns from the best of the past to create an even better future.

- **System leadership:** System leadership is based on personalised learning, professionalised teaching, networks and collaboration, and intelligent accountability (Hopkins, 2006). This type of leadership focuses on a broader context of educational change. The core capability of system leaders is their ability to see reality through the eyes of other people and they build relationships and networks of trust (Senge, Hamilton & Kania, 2015).
- **Multifaced leadership:** Multifaced school leadership is based on the belief that different stakeholders see one leader from different viewpoints (Marishane, 2012).
- **Instructional leadership:** Dwyer (1986:14) defines instructional leadership as: *“those actions that a principal takes or delegates to others, to promote growth in student learning”*. Instructional leadership is focused on control, coordination and supervision of all teaching and learning activities (Leithwood, Jantzi & Steinbach, 1999).

There are many studies stating that the principal has to be an instructional leader in order to achieve excellence in education. Hallinger and Murphy (1985) state that the principal's role consists of three dimensions: defining the school mission; managing the instructional programme; and promoting the school climate.

Kruger (2003) indicates that there is a direct relationship between the instructional leadership role of the principal and the effectiveness of a school. Instructional leaders need to create teaching and learning on the one hand and synergy on the other hand (Botha, 2013).

McEwan (2000) suggests seven steps towards being an instructional leader. Firstly, establish clear instructional goals. Secondly, be there for your staff members. Thirdly, create a school culture that contributes to learning. Fourth, communicate the vision and the mission of the school. Fifth, set high expectations for staff members. Sixth, develop teacher leaders. And lastly, maintain positive attitudes in the school environment.

1.6. TRUSTWORTHINESS OF THE RESEARCH

Qualitative studies focus on trustworthiness. This entails, inter alia, the extent to which the results of a study approximate reality. Trustworthiness relates to the following questions: Do the researcher actually observe what they think they see? Do enquirers actually hear the things that they think they hear? The trustworthiness of qualitative designs is the degree to which the interpretations have mutual meanings between the researcher and the participants (Macmillan & Schumacher, 2014). According to Bengtsson (2016), there is no definite “truth” in qualitative studies and the researcher is more interested in understanding different perspectives, than aiming at a singular truth or generalisation.

Macmillan and Schumacher (2014) suggest different strategies to enhance trustworthiness. Strategies that will be used in this study to ensure trustworthiness are as follows:

- **Participant language will be used in the study:** The direct literal statements and quotations from participants will be used.
- **The researcher will make use of mechanically recorded data (audio recorder):** This strategy will ensure that direct statements are used from the participants which will provide accurate and relatively complete records. Situational aspects that influences the data record will be noted to further enhance trustworthiness and to make the data usable.
- **Participant review:** Participants will be asked to review the researcher’s synthesis of the interview and to modify any information from the interview data for accuracy. Then the data obtained from each interviewee will be analysed for a comprehensive integration of the findings.

1.7. RESEARCH ETHICS

Ethics can be defined as norms of conduct that distinguish between acceptable and unacceptable behaviour. Research ethics comprise the methods, procedures or perspectives for deciding how to act and analyse complex problems. Ethical norms in research are important, because norms promote the aims of research, such as searching for truth and avoiding errors. Ethical standards also promote the values that are essential for collaborative work, such as trust and mutual respect, and they ensure that the researcher can be held responsible by the public. Furthermore, the concept of research ethics promotes moral and social values, such as social responsibility and human rights (Resnik, 2015).

Before research can commence, the researcher will apply for ethical clearance with The Ethics Committee of UNISA (REC). Furthermore, the researcher will acquire written permission from the Department of Basic Education in Gauteng to conduct the research in public schools, and will also get written permission from the private schools to conduct research and interviews in their schools.

The researcher will adopt to the following principles as set out by Macmillan and Schumacher (2014), to ensure that the research is ethical:

- The researcher will adhere to research ethics in fieldwork by gaining the trust and confidence of those participants who will be interviewed. The researcher will deal with ethical dilemmas in fieldwork professionally by using discussion and negotiation to resolve ethical dilemmas when they arise.
- Each participant will be informed of the research and their role as participants and they will sign a consent form stating that they give permission for the researcher to interview them. The participants' role in the study is voluntary and they will be informed that they can withdraw from the study at any time.
- The researcher will ensure that the confidentiality and anonymity of the participants are protected by using code names for people and places. Officials and participants will review the report before it is released.
- Participants' informed consent and privacy will not be violated by deception. All intentions will be made clear to participants.
- A sense of caring and fairness will be part of the researcher's thinking, actions and personal morality when interviewing the participants.

1.8. PLANNING OF THE STUDY

1.8.1. Chapter 1: Orientation to the study.

This chapter will give an outline of the research and provide background to the topic being researched. This chapter will include the research problem, the aims and objectives that the researcher wants to achieve with the study. The research methodology, the key concepts will be defined, and the significance of and motivation for, the research will be discussed.

1.8.2. Chapter 2: Educational leadership and school performance: A literature study.

This chapter will give an overview of educational leadership, school performance, and the possible link between them by conducting an in-depth study of the current literature.

1.8.3. Chapter 3: Research methodology and design.

This chapter will include the research design used to conduct the research, population and sampling of the study and the trustworthiness of the study.

1.8.4. Chapter 4: Presentation, analysis and discussion of research data.

In this chapter the researcher will present, analyse and discuss the research data and findings. The leadership role of the principal will be discussed based on the research findings and the researcher will discuss the different leadership styles in order to determine which leadership style is most closely linked to good school performance in the Gauteng area.

1.8.5. Chapter 5: Summary, findings, recommendations and conclusion.

This chapter will provide a summary of the findings and will make recommendations

1.9. DEFINITION OF KEY CONCEPTS

1.9.1. Leadership

Leadership is a complex phenomenon that touches on many complex organisational, social and personal processes (Bolden, 2004). Bennis and Nanus (1985) describe leadership as follows: *“Leadership is like the Abominable Snowman; whose footprints are everywhere but who is nowhere to be seen.”*

A leader is a person who equips, trains or influences one or more followers to willingly and enthusiastically achieve the organisational mission and objectives (Gandolfi & Stone, 2016).

1.9.2. Educational leadership

Educational leadership can be defined as providing direction and exercising influence in an educational context. Leadership is working with and through others to achieve common goals (Leithwood & Riehl, 2003). Educational leaders develop strategies to achieve desired student outcomes, which is the school’s primary task (Kruger, 2005). Leadership is seen as being an aspect of management. Leadership relates to mission, direction and inspiration, while management involves designing and carrying out plans and getting things done. The school principal must be both a leader and a manager (Botha, 2013).

1.9.3. School performance

According to the Oxford Dictionary (2004), ‘performance’ is defined as a task or an operation in terms of how successfully it is performed. School performance is wider than academic performance and success in national examinations. School performance and outcomes relate to, inter alia, academic performance by the learners, the school climate, the work ethic of the staff members of the school, parent involvement and the leadership abilities of school management (Sayed, 2013).

1.10. CONCLUSION

It has been made clear that there is room for improvement when it comes to South African education. South Africa is in a constant political struggle and is facing new challenges every day, including teenage pregnancy, violence in schools, and HIV/AIDS etc. Through all these challenges, the principal's main goal should be the managing of teaching and learning. All learners should benefit equally in order for South Africa to bridge the gap between uneducated people and educated people in this country.

This chapter outlines the study's focus on the leadership role of the principal as a starting point in improving school performance and increasing learner outcomes. The researcher will use a qualitative research approach and will conduct in-depth interviews with participants from chosen schools in the Gauteng area, to determine which leadership style is linked to good school performance. This research study aims at providing useful recommendations to contribute to the South African education system.

The next chapter will provide an overview of educational leadership, school performance, and the possible link between them by conducting an in-depth study of the current literature.

CHAPTER 2

EDUCATIONAL LEADERSHIP AND SCHOOL PERFORMANCE: A LITERATURE STUDY

2.1. INTRODUCTION

This chapter focuses on the literature pertaining to educational leadership and school performance. The review aims to define the concept of leadership and what it means to be an educational leader in the school context. It will also focus on the link between leadership and management, models and theories of leadership, leadership dimensions, what the role of the principal is, and also how school performance can be measured. This chapter reviews the existing literature in order to get an overview of what the literature conveys about educational leadership and school performance.

2.2. THE CONCEPT OF LEADERSHIP

Leadership is a difficult concept to define. According to Kellerman (2014), there are approximately 1400 different definitions of the concept 'leadership'. Thousands of articles and books are published each year about leadership, and organisations spend a great deal of money trying to develop their future leaders, but if nobody knows exactly what leadership is, then all of this is meaningless. In this section, the researcher gives an overview of what the literature articulates about the concept of leadership. Having too many definitions of a concept can be confusing, and the researcher aims at providing a better understanding of the concept by extracting the more relevant definitions from the literature in the paragraphs that follow.

Leadership is the process of interactive influence that occurs when people accept someone as their leader in order to achieve common goals. This definition of leadership fits into the modern concept of leadership, that gives the leader, the follower and the context an important role in the leadership process (Silva & University, 2016).

Leadership is a complex phenomenon that touches on many complex organisational, social and personal processes (Bolden, 2004). Bennis and Nanus (1985:21) describe

leadership as follow: *“Leadership is like the Abominable Snowman; whose footprints are everywhere but who is nowhere to be seen.”*

A leader is a person who equips, trains or influences one or more followers to willingly and enthusiastically achieve the organisational mission and objectives (Gandolfi & Stone, 2016). Good leaders develop through a never-ending process of self-study, education, training and experience. People want to be guided by leaders whom they respect and who have a clear sense of direction. People would rather follow a trusted and honourable leader, instead of a self-serving one. Leaders who are self-serving are not as effective, because their employees only obey them, rather than following them (Sharma & Jain, 2013). For this reason, leadership is not necessarily about authority, but rather working with people to help them deliver their best work (Gordon, 2015).

Good leaders maximise their team members’ capacities and character to achieve collaborative performance to promote team success. The leader must inspire and motivate people to achieve beyond their own expectations (McCormick, 2011). Schools should have principals who empower the teachers by developing them through workshops and training. The principal should also motivate them by supporting them and treating them like professionals. Schools which want to succeed, should have a strong team working toward a common goal.

According to Laporsek (2016), a good leader possesses certain characteristics, which include vision, credibility, collaboration, feedback and recognition, accountability, communication and action orientation. Vision is one of the characteristics that shape a good leader. Creating an inspiring, clear and understandable vision is essential in order to mobilise followers and reinforce the common goal of the team. Credible leaders who are deemed trustworthy help nurture positive employee evaluation. According to Ahmed, Shields, White and Wilbert (2010) staff members make significant contributions to the organisation when they feel empowered, provided with incentives and given the necessary resources to perform at an optimal level.

Collaboration is also an important part of management. It is important to involve employees in the decision-making process, allowing them to participate in defining and achieving goals. Leaders must provide feedback to their employees to develop personal development and must also provide encouragement to develop greater confidence in their abilities to pursue goals. A good leader is accountable for the

functioning of the organisation. Accountability includes the fact that a leader must secure employee commitment to achieving organisational goals, providing solutions to problems, making change happen, appraising staff and setting measures of success. Collaboration establishes networks between individuals and encourages knowledge creation which contributes positively towards the organisation (Gairín, Rodríguez-Gómez & Armengol, 2012).

Lastly, communication (written and verbal) is the most crucial of these characteristics. Communication ensures the exchange or distribution of information, which is important for the successful functioning of the organisation. Leaders should know how to listen and take employees' views into account.

Leadership influences the energy of the organisation by either taking away energy or providing energy. Leadership is the ability to take others to a place where they would not go by themselves, not by the power of the leader's position, but by the strength of the leader's example. Leaders are not judged by how well they lead, but by how well they are followed (Ruth, 2016).

Considering the above explanations of leadership, the researcher concludes that leadership is an essential element in managing an organisation. In an educational context, it is important not only to understand what leadership is, but also to understand the implementation and execution of leadership. The researcher strongly believes that an organisation should not be managed by leaders who direct others from the proverbial ivory tower. A good leader leads by example through developing himself / herself, which will in turn develop and empower others. This explanation of leadership leads to the next section where the researcher looks at the what the link is between leadership and management.

2.3. THE LINK BETWEEN LEADERSHIP AND MANAGEMENT

According to Botha (2013) the terms 'leadership' and 'management' are different, but they are interchangeably used in the literature. Educational management is the process of working with and through individuals, groups and other resources, whether they be learners, educators, administrative staff, parents or other stakeholders, to accomplish educational goals or outcomes (Hersey, Blanchard & Johnson, 2001).

Leadership is an aspect of management and relates to mission, direction and inspiration (Marishane & Botha, 2011). The quality of school leadership makes the difference between success and failure (Millett, 1998). Leadership and management are different, but they overlap in the sense that leadership is linked to influencing other people's behaviours and management can be seen as the maintenance of those actions. For a school to be successful, the principal needs to first be a good manager by ensuring regular attendance by learners and teachers, maintaining order and discipline in classrooms, and providing resources to ensure that teaching is taking place. The daily managing of the school needs to be attended to first, and once that is properly established and the school is functioning, then the principal can progress to developing a vision, and outlining aims and policies with the necessary confidence that systems are in place and secure their implementation (Bush, 2007).

Leadership and management need to go hand in hand for any organisation to succeed. Management focuses on the overall functioning and maintenance of the organisation, while leadership shapes the goals, motivations and actions of others. In other words, leadership and management should be given equal prominence for an organisation to operate effectively. The organisation must have a clear vision to establish the nature and direction of change, but it is also equally important to implement that vision effectively (Bush, 2008). Leadership, management and organisational development are all part of the same process. This means that the principal of the school must be a good manager and leader in order to help the staff members better achieve their goals (Bolden, 2010).

A school principal has to be both a leader and a manager in order for a school to be successful. Leaders not only have to inspire and motivate others, but must also have the managerial ability to plan and organise the resources of the school. This section gave an overview of the link between leadership and management. The next section dives into what leadership and management entails in the educational context.

2.4. LEADERSHIP AND MANAGEMENT IN THE EDUCATIONAL CONTEXT

As mentioned in the previous section, the school principal must be both a leader and a manager. Based on the annual government budget, education is regarded as one of the biggest businesses in South Africa. This enormous business must be managed

effectively in order to provide quality education to the country and to get the best quality education at an affordable price (Botha, 2013). This interest into what managers do to make this enormous business successful has long been an intriguing topic in the literature (Heck & Hallinger, 2005). The school forms a significant component of the educational structure. It is this structure that is formed to meet the needs of the community. The school as an organisation consists of the principal, teachers, learners and parents who perform functions aimed at achieving quality teaching and learning in an effective environment.

Education management cannot be restricted to the principal or the educator in the school situation. Education management occurs on all levels of the education system. The nature of the managerial tasks will depend on which level of the educational organisation he or she is working. There are four broad levels of management, which include: the individual level (self-management), micro level (classroom management), meso level (school management), and macro level (district, provincial or national management) (Botha, 2013).

The educational manager and leader has to plan, organise, lead and be in control of various educational areas, such as (Botha, 2013):

- **Learner affairs:** The management of learners and their affairs are crucial to education management, because the learners are the reason the school exists. It is important for the learners to reach their educational goals in order to exist in the community.
- **Staff affairs:** The staff members of a school consist of teachers, administration and maintenance staff. All staff members play an important role in the school environment. The principal must ensure that teachers are teaching in an environment that is conducive to quality teaching and learning by managing the non-teaching staff. The cleaners, gardeners, handymen and security personnel should be valued and appreciated. The principal has to know the needs of the staff members and match these needs with the vision of the school. The principal has to protect all stakeholders in order to provide a healthy learning environment within the school.

- **Administrative affairs:** The administration of a school is very important for effective teaching and learning. The principal must manage the school's administration with the help of the administration staff of the school. These administration tasks include taking attendance registers of the learners, managing school assets, stock control, and also managing school accounts.
- **Financial affairs:** The school can have excellent educational goals but, without adequate school finances, these goals can never be achieved. The principal has to ensure that school funds are raised and properly managed. Funds can be managed by formulating a policy that determines how the budget of the school should be structured and managed. Funds should be monitored to ensure that there is no overspending or underspending during the year. The financial management of the school has to be well managed in order to achieve the school's objectives.
- **School facilities:** The school facilities should create an inviting climate for potential learners and provide a safe environment for existing learners and staff. Teachers must have enough space to perform their administrative duties; learners must have sufficient number of classrooms to avoid overcrowding; and school grounds should be regularly maintained so that they are usable and secure.
- **School community affairs:** The school exists with the community and therefore the principal must respond to the demands of the community.
- **Parents:** The principal should ensure that parents are updated about matters concerning the school and this should be done by having regular meetings and sending out newsletters. Parents should be updated on matters such as school finances, fundraising, education and security. Parents can play an important role in providing not only financial support to the school, but they also play a role in their children's education. It is important for the principal to know how to cooperate with the parents, but also to guard against over-involvement from the parents. According to a study done by Addi-Racah & Ainhoren (2009) about

parent involvement in schools, the least favoured school contexts are where parents are more empowered than teachers. They found that positive school context is where there is a balance of influence between teachers and parents. Parents should trust that teachers know what they are doing, and teachers should involve parents in the learning process.

- **The business community:** The principal has to form relationships with businesses from the community in order to establish funding opportunities for learners from underprivileged homes.
- **Non-governmental organisations:** The principal must identify non-governmental organisations in the community and invite them to the school to provide educational services and facilities that the school does not have. These services can be directed towards the teachers and the learners of the school.

These educational areas link with the researcher's study because they provide guidelines to an educator and principal to implement and focus holistically on all the necessary aspects to manage a school. The researcher will apply the above-mentioned educational areas in the research study by enquiring what areas some principals focus on to a greater or lesser extent and how this affects the performance of their schools. Some schools may, for example, only focus on areas like parents and the business community. This will in effect mean that parents as stakeholders are informed and satisfied, and the business community maintains a strong relationship with the school by donating sports equipment. Other areas in turn may not be looked at as closely and this in turn can cause problems, for example the teachers and staff are left unhappy with their employment and working conditions. The researcher, therefore believes, it is paramount that management focuses equally on all educational areas of the spectrum to increase their school's performance to that of a good performing school which can sufficiently satisfy the need for quality education.

There has been a great interest in educational leadership, because of the belief that the quality of leadership makes a significant difference to school and student outcomes. In South Africa it is recognised that schools need effective leaders and managers if they want to provide the best possible education for their learners (Bush, 2007).

Although there is a great interest in the field of educational leadership and management, there is still much less clarity on which leadership behaviours are most likely to produce the most favourable outcomes. Many studies have been done by researchers over the years, for example Bush (2007) did studies on the theory, policy and practice of educational management, Heck & Hallinger (2005) did a study about where the field of educational leadership and management stands today, and Van der Mescht (2004) studied the phenomenology in educational leadership. These are just a few of the many studies in the field of educational leadership and management. The aim of this study is to investigate this topic further. The researcher's curiosity about these leadership behaviours initiates an interest into leadership and management models which explains how schools are being managed.

2.5. EDUCATIONAL LEADERSHIP AND MANAGEMENT MODELS

Marishane and Botha (2011) identified five models of educational leadership and management:

- **Formal models:** The formal model is based on the assumption that educational institutions function as a system. The school has a hierarchy, which defines the interrelationships between people. Management occurs in a rational manner and an autocratic manner of decision making is applied.
- **Democratic models:** The democratic model is based on the assumption that staff members within the organisation are highly trained professionals and therefore share in the decision-making process. Decisions are made by consensus and not by voting.

- **Political models:** The political model emphasises factors such as influence and has to do with more informal authority. Group activities and interests are more important than the individual, and conflict is regarded as natural in the organisation.
- **Subjective models:** The subjective model is about the subjective perceptions of the individuals in the organisation. The organisation is not a separated entity and does not have an objective structure.
- **Conflicting models:** Conflicting models relate to theories on how uncertainty, unpredictability, instability and complexity are stressed in organisations. There is no clarity on the place and importance of objectives in the organisation. Schools have vague objectives that are not always easily measurable.

Leadership can be understood as being a process of influence based on values and beliefs, which leads to a 'vision' for the school. The vision is expressed by the leaders of the school, who seek to gain the commitment of the staff and stakeholders to an ideal of a better future for the school. Each of these leadership models is partial. They provide unidimensional perceptions on school leadership. These leadership models suggest that concepts of school leadership are complex and diverse (Bush, 2007).

This researcher seeks to understand how school performance is influenced by the leadership of the principal. These leadership models provide a framework of reference to different ways in which a school can be managed. The leadership of the schools that will be investigated will be linked to these models to conclude whether the leadership model that is used to manage the school plays a role in how well the school performs. The researcher will also delve into the theories offered by the current leadership in the next section to further investigate what behaviours and traits should be possessed by a good principal.

2.6. THEORIES OF LEADERSHIP

There are many theories relating to leadership. This section explains some important trait theories, behavioural theories and contingency theories relating to leadership.

2.6.1. Trait theories

Trait theories assume that people inherit certain qualities or traits that make them suited to be better leaders. Trait theories identify certain personality characteristics that are shared by leaders (Amanchukwa, Stanley & Ololube, 2015). Many early researchers have viewed leadership as a unidimensional personality trait that could be measured and distributed normally throughout the population. Most of the early empirical research focused on the difference between leaders and followers. Researchers discovered that only a few traits could distinguish between leaders and followers such as height, intelligence, extraversion, adjustment, dominance, and self-confidence. Many early trait researchers had assumed that, no matter what the situation, there was a set of characteristics that made a leader successful. However, the differences between leaders and followers were found to vary widely across different situations (Fleenor, 2006).

In 1989, John W. Gardner published a study where he concluded that there are some traits that appear to make a leader successful in any situation. These traits included physical vitality, intelligence, eagerness to accept responsibility, need for achievement, skill in dealing with people, trustworthiness, assertiveness, self-confidence, and adaptability.

One of the concerns about such lists is that these traits are often perceived as male traits. Traits have traditionally referred to personality attributes. More recently, leadership traits do not only include personality attributes, but also include motives, values, cognitive abilities, social and problem-solving skills, and expertise (Zaccaro, 2007).

Kanodia (2016) gives a brief overview of some famous trait theories as discussed below.

- **Gordon Allport's 4000 trait theory (1897-1967):**

According to Gordon Allport, traits are the basic units of personality and every person develops a unique set of organised tendencies called traits. He categorised these traits into three levels. Level one is cardinal traits, which are traits that control an individual's whole life.

The second level is central traits, which are the general characteristics found in an individual and form the basic foundation of personality in every person. The third level is secondary traits, which are traits that only appear in certain situations.

- **Raymond Cattell's Sixteen Personality Factor Questionnaire (1905-1998):**

Raymond Cattell reduced the number of main personality traits from Allport's initial list of over 4000 down to 171, by eliminating uncommon traits and grouping common characteristics. Cattell used data to generate sixteen dimensions of set human personality traits and each dimension was scored over a continuum, from high to low. Although Cattell cut Allport's list down significantly, his theory was still criticised for being too broad.

- **Hans Eysenck's Three Dimensions of Personality (1916-1997):**

Hans Eysenck continued the research on personality traits and narrowed the list of characteristics to three main categories. The first category is introversion/extraversion, introversion involves directing attention on inner experiences, while extraversion relates to focusing attention outward on other people and the environment. The second category is neuroticism/emotional stability, neuroticism is an individual's tendency to become distressed or emotional while stability is the tendency to remain emotionally constant. The third category is psychoticism, Eysenck added this category later on when he started suffering from various mental illnesses and this trait includes the difficulty of dealing with reality.

- **The Five Factor Theory of Personality (The Big Five/ OCEAN):**

More recently, researchers believe that there are five core dimensions of human personality referred to as the "Big 5" personality traits. In the broader sense, five

personality traits described in most of the theories are extraversion, agreeableness, openness, conscientiousness, and neuroticism.

Many have asked the question, why people who possess these qualities are not leaders? Inconsistencies in the relationship between leadership traits and leadership effectiveness have caused a paradigm shift, causing scholars to search for new explanations for effective leadership (Amanchukwa, Stanley & Ololube, 2015).

2.6.2. Behavioural theories

The inconsistencies found in trait theories have led researchers to pay attention to what leaders do and not what they characteristically possess, which means that behavioural theories suggest that leaders are made not born. The focus of behavioural theories is on how leaders behave towards their subordinates in various situations (Harrison, 2018).

According to the behavioural theory, people can learn to become leaders through training and observation. The interest in the behaviour of leaders has been inspired by the comparison of autocratic and democratic leadership styles. Autocratically led groups will work well when the leader is present, but group members tend to be unhappy with the leadership style and express hostility. Democratically led groups do nearly as well as autocratic leaders and group members are more positive (Amanchukwa, Stanley & Ololube, 2015).

The behavioural theory has marked a shift of focus in leadership research. However, as with the trait approach, it has inconsistencies and researchers have not yet been able to determine how leadership styles are associated with performance outcomes (Harrison, 2018).

A very influential model of the behavioural theory is that of Blake and Mouton (1964). They created the “Leadership grid”, which proposes two styles of behaviour: concern for people (behaviour oriented towards individuals), and concern for production (behaviour oriented toward tasks). This theory is influential towards this study, because the researcher aims at investigating how the behaviour of the school leadership influences the outcomes of the school.

2.6.3. Contingency / Situational theories

Contingency theories are based on the premise that decisions depend on the situation. Contingency theorists try to identify and measure the conditions under which things will occur. A contingency is a relationship between two phenomena. If one phenomenon exists, then a conclusion can be drawn about another phenomenon (Schoech, 2006). In other words, the contingency theory is more concerned with the context of applied leadership, which is left unaccounted for by the trait and behaviour theories. The leader modifies his or her leadership style according to his or her own personal characteristic and the context (Hilaire, 2008).

Hilaire (2008) explains some of the many different contingency models and these appear below.

- **House's Path-Goal Theory (1971):** An effective leader guides his employees to help them attain shared goals. This theory is complex, and House has modified it on several occasions. House and Mitchell (1975) identified four leadership styles: directive, supportive, participative, and results-oriented. The leader will choose which leadership style to favour, according to the situation.
- **Fiedler's Contingency Theory (1967):** This theory states that group performance is the result of the leader's characteristics and the leader's degree of control over the situation. This theory suggests that there are three important contingency dimensions that influences the leader's effectiveness which are:
 - Leader-member relations: the degree of confidence that the followers have in the leader;
 - task structure: the degree to which the followers' jobs are routine as compared with nonroutine; and
 - position power: the power inherent in the leadership position, the leader's formal authority and the support that the leader receives from supervisors and the organisation.
- **The Situational Leadership Theory of Hersey and Blanchard (1984):** An effective leader adapts his or her leadership style to the followers' capacity to accomplish tasks. That degree coordinates with the followers' maturity.
- **The Decision-making model of Vroom and Yetton (1973):** This model focuses on the decision-making process. The leader asks him/herself a series

of questions and the method depends on the leader's answers to these questions.

According to the researcher, these theories of leadership offers a deeper understanding of the subject and provides insights into questions such as what makes a good leader. The school principal is the leader of the school and this study aims to investigate the role and functions of the school principal. It is important to review the theories of leadership in order to have a framework to work from and to know what traits a leader should possess, how a leader should behave, or if leadership depends on a specific situation.

2.7. CHARACTERISTICS OF LEADERSHIP THEORIES

The term “theory” relates to ideas and views regarding a certain scientific area. The concept of leadership and management is often viewed as a practical activity. It is evident that theory and practice are regarded as separate aspects of educational management. Academics develop and refine theory, while managers engage in practice. Therefore, theory may be perceived as being remote from practice. However, theory serves to explain practice and to provide managers with a guide to action. There are many theories relating to leadership and management. In the previous section, just a few of these theories have been discussed. Reliable theories should be grounded in practice and practice should be enriched by theoretical insights (Botha, 2013).

Botha (2013) states that most theories of education management possess the three major characteristics listed below.

- **Theories are normative:** Theories tend to reflect the beliefs about the nature of educational institutions and the behaviour of the individuals in them.
- **Theories are selective:** Theories emphasise certain aspects of the school at the expense of other elements. Schools are too complex to analyse through a single dimension.

- **Theories are observable:** Theories require the support of regular and methodical observation.

As mentioned in the previous section, theory and practice are not two separate entities. Theory has to be grounded in practice. For this reason, the researcher mentioned the characteristics of leadership theories in order to provide a better understanding of how theory can be grounded in practice. All schools are influenced by its leadership. The organisational goals and objectives can only be accomplished by someone taking on the responsibility for influencing and directing other people. Principals as school leaders will have an influence on the way in which the school is managed by the way they behave, their beliefs, how they view leadership and management, and also the way in which other people view them. This realisation leads the researcher to the next section, which explores the different educational dimensions and how each dimension plays a role in how the students perform.

2.8. EDUCATIONAL LEADERSHIP DIMENSIONS

In the school environment, school leadership assumes different dimensions that collectively constitute principalship. According to a study by Robinson (2007) at the University of Auckland, New Zealand, there are five leadership dimensions that impacts the performance of students.

- **Dimension 1:** Establishing goals and expectations.

This includes the setting, communicating and monitoring of learning goals, standards and expectations, and the involvement of staff and others in the process so that there is both clarity and consensus about goals. Setting goals increases performance and learning. It also provides a sense of priority and purpose. This increased focus and sense of purpose increases the enjoyment of tasks and preparedness to take on challenges.

- **Dimension 2:** Strategic resourcing.

This dimension involves aligning resources and selecting and allocation to priority teaching goals. Principals can influence student performance through their decisions

on staffing and teacher resources. The most important resources that leaders manage are teachers, because the quality of teaching contributes to learner performance.

- **Dimension 3:** Planning, Coordinating and evaluating teaching and the curriculum.

This concerns direct involvement in the support and evaluation of teaching through regular classroom visits and the provision of formative and summative feedback to teachers. Direct oversight of curriculum through school-wide coordination across classes and year levels and alignment to school goals. This study found that in higher performing schools, leaders were working directly with teachers to plan, coordinate and evaluate teaching. Teachers described this as being useful to ensuring student progress and also to improve teaching and learning in the classroom.

- **Dimension 4:** Promoting and participating in teacher learning and development.

This concerns leadership that, not only promotes, but directly participates with teachers in formal or informal professional learning. In higher achieving schools, teachers report that their leaders are active participants in teacher learning and development. When school leaders promote and participate in development activities, they are more likely to be seen as a source of instructional advice. This makes them more accessible and more knowledgeable about instructional matters.

- **Dimension 5:** Ensuring an orderly and supportive environment.

This dimension includes protecting time for teaching and learning by reducing external pressures and interruptions and establishing an orderly and supportive environment both inside and outside classrooms.

In the school environment, school leadership assumes different dimensions that collectively constitute principalship. These dimensions embody the different roles that a school leader plays (Botha, 2013). The closer leaders are to the core business of teaching and learning, the more likely they are to make a difference to the learners. When these dimensions of leadership are applied by the principal of the school, it can make a considerable difference to the quality of teaching and learning (Robinson, 2007).

According to this researcher, these dimensions will have an impact on the way a school performs. When the principal of the school establishes clear goals and expectations, then the school will have direction. The principal has to plan and manage the school's resources strategically, especially the teachers, otherwise the school will perform poorly. The principal has to be involved in the planning and implementing of the curriculum to ensure quality teaching and learning practices. The principal should also establish a supportive environment for teachers and learners. These dimensions provide a guideline for the different roles that the principal has to play, and this aspect is an essential part of this study; to determine the role of the school principal. The next section aims to study what exactly the role of the principal is in the school context. The dimensions of educational leadership and the role of the principal are essentially linked to promoting school performance.

2.9. THE ROLE OF THE SCHOOL PRINCIPAL

The role of the principal has changed throughout the years as the focus has shifted from managing schools to being held accountable for student performance (Martin, 2009). The principal has to balance the management of the school with building relationships of trust and caring through an inspirational, people-first approach (Smith, 2016). Menon (2014) states that an integrated leadership approach has beneficial effects on teacher job satisfaction and overall student achievement. The principal as educational leader and manager of a school is responsible for the work performance of all people in the school i.e. staff and learners, and, to achieve a high level of performance the principal must work effectively with and through other people (Botha, 2004).

Research conducted by Sharma (2010) revealed that, out of a sample of 400 teachers in Malaysia, over 380 teachers preferred humanistic skills of a principal over technical skills. These skills include communication skills, comfort, empathy, decision-making, influence, time management, self-management and commitment. Furthermore, the study states that humanistic skills strengthen the principal in more effectively managing a school. Botha (2013:2) states in this regard:

The future of an organisation depends on its management and that the decisions made by managers can be the difference between conflict and

harmony, disruption and stability, prosperity and decline, success and failure, work satisfaction and dissatisfaction, cooperation and obstruction, and if goals are met.

According to Botha (2013) the school principal has to bring about change in the school environment by being focused on the following:

- The principal should be generating enthusiasm in the school environment.
- School principals should be hands-on managers of change by taking an active part in generating, initiating, legitimating, communicating and coordinating all the activities involved in the process.
- School principals should understand that they have important roles to play, but they should also know that their own position is at the centre of the change process.
- School principals should emphasise the sharing of leadership and management roles and responsibilities, which should be based on trust and effective communication.

The school principal is an internal change agent and should facilitate and implement change within the school by identifying the outcomes of the proposed change, identifying the procedures and methods for implementing the change, scrutinising the literature relevant to the proposed change, and networking with other school principals (Botha, 2013). School principals have the responsibility of, inter alia, navigating school culture and climate, enhancing instruction, overseeing operations, resources, community contexts and all while developing a shared vision of the school (Polonicic, 2016).

The principal is the leader of the school and sets the tone for the school. Principals have a significant impact. According to a study by Williamson (2011) an effective principal leads a school in the following way:

- Recognises that teaching and learning represents the priority of the school.
- Communicates the vision of the school to the teachers, learners, parents and community.
- Provides clear goals that the school and staff should reach.
- Works with teachers to help and improve their teaching.

- Establishes a climate of mutual trust and respect.
- Lacks tolerance for ineffective teaching.

It is clear that the principal's role has become decidedly more daunting, more complex and more meaningful than in earlier years and principals have to learn to lead change in order to make a significant difference (Fullan, 2000). The school principal is seen as a governor (the one who draws up the school vision and mission statement), a manager (managing educational resources), a teacher (developing the curriculum), and a transformational agent (leading school change). The new emerging role of the principal is called multifaced leadership because the leadership role has many sides that represent the constituencies (Botha, 2013).

From the literature it can be concluded that the principal's role in the school environment almost seems impossible. There are so many things a principal has to be and so many things a principal has to do, from the different aspects that the principal must manage in a school to the different dimensions that constitute principalship. The literature can be overwhelming, but as stated already, theory needs to be grounded in practice. Principals must develop and empower themselves and the staff members of the school. This study wishes to investigate whether a principal is responsible for all these many things, or if the principal delegates tasks and trusts his/her team members to make the school function smoothly. The researcher believes that a principal who has a good relationship with the rest of the schools' staff members will have a school that performs better in all areas as opposed to a principal who tries to do everything him/herself. This study is aimed at investigating the relationship between principal leadership and school performance and mentions school performance throughout the study, which leads the researcher to the section that follow. The next section explains how school performance is measured.

2.10. MEASUREMENT OF SCHOOL PERFORMANCE

The Oxford English Dictionary (2006) defines performance as the accomplishment and execution of tasks. School performance can be defined as to how well educational tasks are accomplished and executed. School performance relates to how well learners achieve academically, what the school climate is like, the work ethic of the

teachers, how well the parents are involved in school activities, and how the resources of the school are being managed by the leadership of the school.

In the school context, performance refers to the teacher's ability to teach consistently with diligence and honesty. Performance, to the teacher, would mean that the learners excel regularly in examinations and class tasks. In the school setting however, performance is not only regarded as being academic rigour, but also in other domains such as the affective and psychomotor domains. Thus, the school principal's focus should be on achieving good results in all of the school domains and that school performance is the response of the school to the needs of the stakeholders in terms of educational outcomes (Sayed, 2013).

The nature of academic performance can be based on two models: the holistic model and the integrative models (Sayed, 2013).

- **Holistic models:** The holistic approach to academic performance by Armstrong (2001) refers to what people do (work), how they do it (behaviour), and what is achieved (results). An effective leader directs his/her efforts to knowing the academic task, how it can be accomplished, and what the expected results are in order to achieve effective academic performance.
- **Integrative models:** The integrative model examines how academic performance is integrated into the way the school is managed. The integrative model suggests that academic excellence of a school is linked with other management efforts like teacher and school development. Academic performance can also be linked to school inputs like the availability of funds, the quality of teachers, learners' scores, the education policy and strategy, parents' participation and also the involvement of other stakeholders.

In conclusion, measuring school performance does not only relate to the academic outcomes of the learners. School performance and outcomes relate to, inter alia, academic performance by the learners, the school climate, the work ethic of the staff members of the school, parent involvement and the leadership abilities of school management (Sayed, 2013). The researcher will conduct the study in such a manner that all aspects which measure performance of the school will be looked at to

determine whether or not the school can be framed as successful or not. In the next section, the researcher explores what the literature conveys about educational leadership and school performance, and what the link is between these concepts.

2.11. THE LINK BETWEEN EDUCATIONAL LEADERSHIP AND SCHOOL PERFORMANCE

Being the principal of a school is not an easy task. As seen in the literature a principal has to be a leader and a manager, and the performance of the school falls on the shoulders of the principal. The main goal of this research study is to investigate what the relationship is between principal leadership and school performance, and for this reason it is important to know what the link is between leadership and how a school performs.

A study by Marzano, Walters and McNulty (2005) identified certain responsibilities of school leadership that positively related to student academic achievement. The school principal can contribute to school performance by doing the following:

- **Affirmation:** The principal celebrates accomplishments and recognises failure. When the principal celebrates the accomplishments of students and staff members, it creates a culture of success. By acknowledging failure, a principal identifies key aspects that need improvement and creates a culture of learning.
- **Change agent:** The principal must be willing to change the status quo. Stagnating can be limiting to a school's development and growth. Principals must not only be able to identify which processes need to change in order for the school to function sufficiently, but also be able to implement these changes.
- **Contingent rewards:** Recognise and reward individual accomplishments of students and staff members. Students should not only be disciplined, they should also be rewarded for positive behaviours. This nourishes development and ensures that participants always give of their best.

- **Communication:** The principal establishes strong lines of communication with the teachers and the students. This sets the boundaries of a school's disciplinary code and creates uniformity in a school. An informed teacher therefore knows how to plan and regulate certain situations accordingly.
- **Culture:** Foster shared beliefs and a sense of community.
- **Discipline:** Protect teachers from issues that would distract them from their teaching time. There needs to be a code of conduct in a school to enforce discipline in the classroom. Good discipline in a school will have a positive effect on the teaching and learning culture in the school.
- **Flexibility:** Adapt leadership behaviour to the needs of the current situation. Principals should be flexible in the way they lead a school, because all people are different and do not necessarily respond well to the same type of leadership. The principal should make staff members feel safe and supported.
- **Focus:** Principals should be able to establish clear goals and set realistic objectives which are achievable. The school should have a vision and a mission.
- **Ideals:** Principals should communicate and operates from strong ideals about schooling. The aim of all schools should be quality teaching and learning.
- **Input:** Principals should make sure teachers and staff members feel part of the team by utilising each person's strengths and inputs. This involves delegating teachers in the design and implementation of important decisions and policies.
- **Intellectual stimulation:** By keeping up to date with the latest developments in education a principal must ensures that staff members are aware of the current theories and practices. Teachers should have opportunities to promote their own teaching by attending workshops and courses.

- **Involvement in curriculum, instruction and assessment:** The principal is directly involved in the design and implementation of curriculum, instruction and assessment practices. This will provide the principal with insight into how learner outcomes and assessments are structured.

Being involved in the curriculum, instruction activities and also the assessment of learners, will provide support to teachers.

- **Knowledgeable concerning curriculum, instruction and assessment:** The principal is knowledgeable about current curriculum, instruction and assessment practices. Principals who started as teachers are more knowledgeable and will be able to support their staff better, because they know what is going on in the classroom. It is important for a principal to have well-rounded knowledge of a schools learning activities.
- **Evaluating:** Monitors the effectiveness of school practices and their impact on student learning.
- **Optimiser:** This links with the aspect of being a change agent of a school. The principal should create and inspire opportunities for new projects and challenging innovations.
- **Order:** The principal establishes a set of standard operating procedures, with will lead to the efficient flow of management and education.
- **Outreach:** He/she is an advocate of the school to all stakeholders and to the community. The school should be involved in community projects and outreach opportunities. This will create a culture of giving and caring among the students and the staff members.
- **Relationship:** He/she demonstrates an awareness of the aspects of teachers and staff. Building relationships with staff members and learners will provide a principal with insight of their ideologies and views. Understanding the people you work with will place you in and advantageous position to apply the

necessary empathy when issues arise. Relationships also pertain to the standing between parents and the school. Building strong relationships with parents will contribute to better communication and learner achievement.

- **Resources:** Principals need to provide teachers with the necessary resources to do their jobs. A good principal should be able to obtain and distribute the necessary resources and infrastructure to the staff members, to enable them to teach the students properly.
- **Situational awareness:** Is aware of what is happening in the school to address current and potential problems.
- **Visibility:** He/she has contact with teachers and students. A principal need to lead by example and should be present at all school functions.

There are many aspects that play an important role in school performance as clearly stated above. This study aims to clarify in detail the link between the role of the school principal and school performance by investigating and comparing leadership from different schools to find definitive answers to the research problem that this study poses.

2.12. CONCLUSION

In this chapter, the researcher reviewed the literature to find out what the true meaning of leadership is and what the role of the principal actually is. From the literature, the researcher can conclude that one of the reasons why schools perform poorly, is that principals do not know how to be leaders and managers. Principals cannot take on the task alone of doing everything in a school. After the study has been completed, the researcher will be able to make further conclusions and give recommendations to help principals in South Africa become better leaders and to create teachers who are empowered to assist the principal in achieving the best possible outcomes. Leaders must inspire their followers to achieve the organisations' goals and objectives. A leader motivates others to achieve beyond their own expectations. Educational leaders have to be able to work with and through people to achieve educational goals.

Educational models and theories are important in order to develop a vision for the school. There are different educational models which suggests that school leadership is complex and diverse. Leaders should also be aware of the different theories of leadership. These serve to provide a guide to practice. Practice should be enriched with theoretical insights.

The role of the principal has changed and has become more complex, and principals are now accountable for how well the school performs. School performance relates, not only to academic outcomes, but also to achieving good results in all other areas of the school as an organisation.

The next chapter will provide an overview of the research design used to conduct the research, population and sampling of the study and the trustworthiness of the study.

CHAPTER 3

RESEARCH METHODOLOGY AND DESIGN

3.1. INTRODUCTION

Chapter 2 provided a literature overview of educational leadership and school performance. The researcher aimed to provide the reader with an understanding of the meaning of leadership and give insights into the changing role of the principal.

Chapter 3 will outline the purpose of the study and the research questions which will be answered in this study. This chapter will also provide the reader with a better understanding of the research design used to conduct the research and outlines the general plan used to conduct this study. The researcher aims to elaborate on the research approach by describing the conditions and procedures for collecting and analysing data. The chapter also outlines the population and sampling that will be used to conduct the research, as well as the instrumentation, data collection procedure and how the data will be presented in the study. The researcher will lastly elaborate on the trustworthiness of the research and the research ethics that will be adhered to during the research.

3.2. PURPOSE OF THE STUDY

Education has become one of the most pressing issues in the South African context. Children have a basic right to be educated and with growing numbers of students it has become increasingly difficult to manage and sustain proper educational systems. This study intends to investigate what the relationship is between principal leadership and school performance in the Gauteng area. In order for the researcher to investigate this, the researcher has to answer the sub-questions that the study poses.

This study aims at empowering principal leaders by establishing how principals can be better school leaders to enhance the performance of schools. The researcher intends to provide constructive feedback about ways that schools can be better managed in order for all students in South African school to have a quality education.

The feedback can then be used to implement proper changes in certain schools where shortcomings have been identified.

3.3. RESEARCH QUESTIONS

The research question can be phrased as follow: *What is the relationship between principal leadership and school performance in Gauteng schools?* This main question leads to the following sub-questions:

- What is the role of the principal in a school?
- What is the major difference between schools that are performing well and schools that are performing poorly in the Gauteng area?
- Does the leadership style of the principal influence school performance in Gauteng schools?
- Which leadership style of principals can be directly linked to effective school performance in Gauteng schools?

3.4. THE RESEARCH DESIGN

A research design indicates the general plan that will be followed for conducting the study. In other words, the research design is how the research is set up, what happens to the participants, how they are approached, how they are interviewed, and what methods of data collection are used. The purpose of a research design is to specify a plan for generating the empirical evidence that will be used to answer the research sub-questions (Macmillan & Schumacher, 2014).

The research design for conducting this study is as follow:

- The researcher will make use of a qualitative case study to collect, process and evaluate data.
- The researcher will conduct semi-structured, in-depth interviews.
- Open-ended questions will be asked during these interviews.
- The researcher will be ethical in collecting and analysing data.
- The chosen participants will represent the sample drawn from the population.

- The researcher will make use of audio recordings and will transcribe the interviews within 24 hours to ensure the trustworthiness of the data.
- The researcher will analyse the data to make recommendations about how school leadership can be improved.

3.5. THE RESEARCH APPROACH

The researcher will utilise a qualitative research approach. Qualitative research will establish patterns of leadership in school settings by gathering data of naturally occurring phenomena. These phenomena are observing and interviewing principals and teachers during the normal course of their day. This will in turn lead to valid research findings. Qualitative research makes use of words and explores situations with a variety of methods until understanding is achieved by the researcher. Qualitative research will provide multiple assumptions about leadership by focusing on the voices of the participants and understanding social situations from the participants point of view (Macmillan & Schumacher, 2014).

Qualitative research is concerned with understanding the experiences of human beings. It is humanistic and interpretive (Jackson, Drummond & Camara, 2007). The data collection strategy that will be used with the qualitative approach is a case study. A case study will provide the researcher with valuable in-depth understanding of the phenomena that are being studied.

The researcher chose a qualitative research approach because of its flexibility and adaptiveness in both the strategies and the research process as data is collected (Macmillan & Schumacher, 2014). The researcher will conduct the study in the participants' natural setting, by using in-depth interviews to provide detailed descriptions of participants' perspectives. This method of gathering information will provide multiple perspectives from various participants and will contribute to the study by providing insights into the leadership style of the school principal.

This research approach was designed to contribute to theory, practice, policy and social issues. Macmillan and Schumacher (2014) describe each of these:

- **Contributions to theory:** A case study design elaborates on a concept and provides an understanding of an abstract concept, which in this study is school-based management from the participants' social experiences. This study aims to link the research findings to an educational concept.
- **Contributions to practice:** Qualitative studies can provide detailed descriptions of practices, processes or events. This study will contribute to practice by increasing participants' own understanding of practice to improve that practice. This study will contribute to knowledge through evidence.
- **Contributions to social issues:** Some studies focus on the lived experiences of racial and ethnic groups, social classes and gender roles. Researchers examine qualities such as race, ethnic groups and political interests that benefit from a given situation. Some critical studies also aim to achieve historical revision and transformation, the erosion of ignorance and empowerment. This study contributes to social issues by aiming at providing empowerment to principal leaders to enhance school performance and in turn empower students.
- **Contributions to policy:** Qualitative research employing a case study design also contributes to policy formation, implementation and modification. This study will identify issues which will help policy-makers modify statutes or regulations.

3.6. POPULATION AND SAMPLING

Macmillan and Schumacher (2014:129) define population as follow: *Population refers to a group of individuals or events from which a sample is drawn and to which results can be generated.* The target population selected for this research will be a case study of schools in the Gauteng province (both public and private).

Macmillan and Schumacher (2014:129) define sampling as follow: *The sample is the group of subjects from whom data is collected; often representative of a specific population.* The sample drawn from the population is four selected schools in Eastern Gauteng. This researcher has selected two primary schools (one public school and

one private school) and two secondary schools (one public school and one private school). This selection gives a fair representation of the population.

This research study makes use of snowball sampling, also called network sampling. Snowball sampling is when participant referrals are the basis for choosing a sample. Each participant who is interviewed by the researcher from each of the chosen schools will suggest another participant who could be interviewed, who fits the profile sought after by the researcher. This sampling technique is being used, because the researcher will conduct in-depth interviews only, rather than participant observation research. This strategy prevents individuals from forming a naturally bounded group and to ensure that participants are scattered throughout the population (Macmillan & Schumacher, 2014).

The researcher will conduct in-depth interviews with the principal and four teachers in each of the selected schools. There will be 20 ($n=20$) participants ($5 \times 4 = 20$) interviewed in total. The researcher has selected this specific sample size because of the following guidelines set out by Macmillan and Schumacher (2014):

- **Purpose of the study:** A case study is descriptive and does not need as many participants as a self-contained study.
- **Focus of the study:** This study aims at information-rich data from a few selected participants, rather than using more participants and getting a general overview of the research topic.
- **Primary data collection strategy:** Qualitative researchers are usually guided by circumstances. This study does have a small sample size, but the researcher may have to return to the same situation to seek confirmation.
- **Availability of informants:** Teachers have limited time and the researcher has chosen a small sample size in order to accommodate all participants.

- **Redundancy of data:** The researcher will record the adequate information from the chosen participants and will not necessarily yield more insights from having more participants.
- **Researchers submit the obtained sample size to peer review:** The researcher has chosen this sample size in order to add to the sample as the study progresses.

3.7. INSTRUMENTATION AND DATA COLLECTION PROCEDURES

Instrumentation can be defined as designing and structuring specific methods for collecting data. Qualitative research can be done by means of observation, in-depth interviews, documents and collection of artefacts (Macmillan & Schumacher, 2014).

This research study makes use of in-depth interviews to gather data. In-depth interviews use open-response questions to obtain data concerning how participants conceive the world around them. The researcher makes use of in-depth interviews for the purpose of collecting data directly from the participants.

The advantages of interviews with the participants is that they unfold important opinions, experiences, values and various other aspects of the population under the study. Another advantage of face to face, in-depth interviews is that the researcher can get extra information from the participant with social cues displayed, such as voice and body language. There is also no significant time delay between responses, the interviewee's responses are spontaneous and not an extended reflection. On the other hand, the researcher must be careful not to lead the interviewee's behaviour in a certain direction and to be objective at all times (Opdenakker, 2006).

The researcher follows a list of predetermined questions, one for the principal and one for the teachers, which makes these interviews semi-structured (Annexures F and G). The interview questions were carefully formulated by using the literature study and the research questions as a guideline to what data needs to be collected. In-depth interviews are quite time consuming, because it is a one on one interaction between the participant and the researcher. This method of collecting data provides detailed information and a deeper understanding of the subject (Showkat & University, 2017).

The researcher will use an audio recorder to record the interview proceedings with the participants' permission (Annexures D and E). The researcher will use these recordings to type out transcripts. Digital recordings ensure completeness of the verbal interaction and provide material for reliability checks. These advantages are counterbalanced by possible participant distrust and mechanical failure (Macmillan & Schumacher, 2014).

During the interview, the researcher will also make notes to document observations about the participant. Although the interview with the participant will have been recorded, field notes serve as a backup to capture nonverbal information. In many situations, handwritten notes may serve as the best method of recording.

These notes will not be detailed, because the researcher is actively listening to the participant and for this reason field notes should be expanded. The researcher must elaborate on these notes within 24 hours of the interview, write out proper sentences, write a descriptive narrative describing what happened and what she has learned, identify follow-up questions, and add final comments (Mack, Woodsong, MacQueen, Guest & Namey, 2011). The researcher should also include self-reflections on his or her role and report on the interviewees' reactions during the interview. This is a critical time for reflection and elaboration to ensure quality data is being gathered (Macmillan & Schumacher, 2014).

The researcher will set up an interview schedule for the principals and also the teachers who will be interviewed. The interview schedules for the teachers and principals differ, because the information required from each group differs. The researcher aims at asking questions about how teachers perceive their principals in a leadership position and on the opposing side what type of leader the principal perceive him/herself as being. The researcher will then compare these interviews to conclude where the shortcomings are and how leadership in the school can be improved.

During an in-depth interview, the participant is regarded as being the expert and the researcher is considered to be the student. The researcher's interviewing technique is motivated by the desire to learn everything that the participant can share with the researcher. The researcher engages with the participant by posing questions, listening attentively to the responses, asking follow-up questions and using probes based on

the responses. The researcher will ask open-ended questions as opposed to close-ended questions which may be answered with a 'yes' or 'no' response.

Open-ended questions set no limits on the lengths of responses. Open-ended questions give participants the opportunity to explain their position, feelings, or experiences. The researcher will also make use of probes during the interviews. Probes are neutral, questions, phrases, sounds, or gestures interviewers used to encourage participants to elaborate on their answers and explain why or how. For this reason, the interviewer should listen carefully to the participants and engage actively in what they say (Mack, Woodsong, MacQueen, Guest & Namey, 2011).

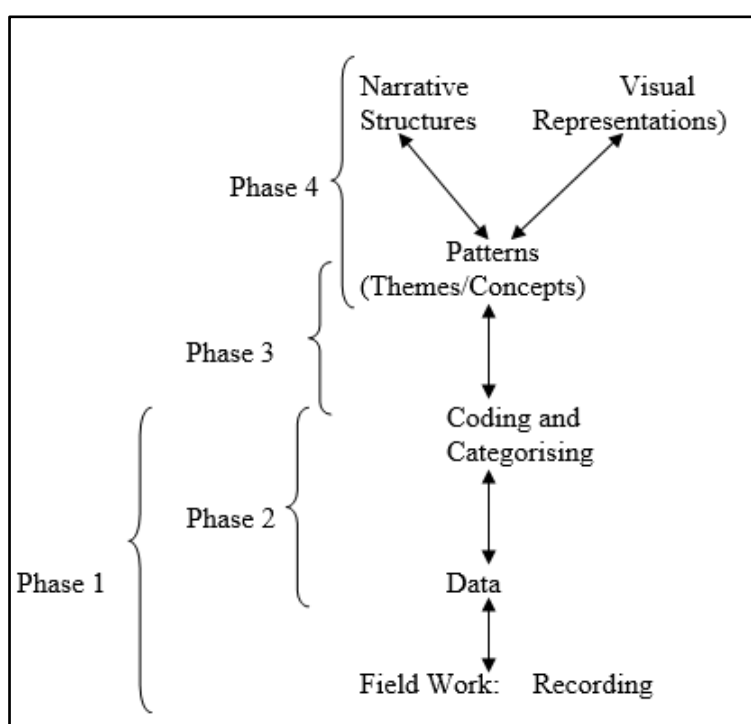
3.8. DATA ANALYSIS AND DATA PRESENTATION

3.8.1. Data analysis

Data analysis is a central step in qualitative research, because the analysis of the data forms the outcome of the research. Qualitative data analysis is the interpretation of linguistic or visual material to make statements about the material and what it represents. Qualitative data analysis consists of a rough analysis of the material (overviews, condensation, summaries) and also a detailed analysis (elaboration of categories and interpretations). The aim of analysing qualitative data is to describe a phenomenon in greater detail, to compare several cases with each other, and to develop theories of the phenomena (Flick, 2013).

Qualitative data analysis is an inductive process of organising data into categories and identifying patterns and relationships among the categories. Analysing data is an ongoing part of qualitative research, because analysis is done during data collection as well as after the data has been collected. Macmillan and Schumacher (2014) illustrate a systematic process of analysing data as follow:

Figure 3.1: The systematic process of analysing data



The phases as illustrated above are interwoven and occur in overlapping cycles. These phases will be kept in mind when collecting and analysing the data for this study:

- **Phase 1: Planning**

During this phase, the researcher will gain permission from the Department of Basic Education, the school principals of the chosen schools and the teachers who will serve as the participants.

- **Phase 2: Beginning data collection**

This phase involves the first days in the field when the researcher establishes rapport, trust and reciprocal relations with the participants. This is also the phase where the researcher can adjust her interview schedules and recording procedures to the site or persons involved.

- **Phase 3: Basic data collection**

Tentative data analysis begins as the researcher mentally processes ideas and facts while collecting data. Preliminary descriptions are summarised and later corroborated.

- **Phase 4: Closing data collection**

The researcher conducts the last interview. Ending data collection is applicable to the research problem and the productivity of the collected data. More attention can now be given to possible interpretations and verifications of the findings.

- **Phase 5: Completion**

During this phase the researcher searches for meaningful ways to present the data. Data analysis will be used to make meaningful interpretations and to answer the research sub-questions.

The researcher will gather data by making use of these phases. The overlapping cycles of these phases are further explained by Macmillan and Schumacher (2014) as recording, coding, categorising, interpreting and analysing data. The researcher will conduct this study by making use of these overlapping cycles. Each of these cycles will be conducted as follows:

- **Recording data (field work):** The researcher will conduct in-depth interviews with participants. The researcher will conduct in-depth interviews with the principal and four teachers in each of the selected schools. There will be 20 ($n=20$) participants ($5 \times 4 = 20$) interviewed in total. The interview schedule will be followed. There is a different interview schedule for teachers (Annexure G) and principals (Annexure F). These interviews will be recorded with the participants' permission and the recordings will be transcribed.
- **Data coding:** Data coding begins by identifying data segments (small pieces of data that stand alone). A code is a name or phrase that is used to provide meaning to these segments. The researcher will use the aspects set out below to identify and refine data codes.

- The researcher will first gain a sense of the whole by reading through the data and making notes.
 - The researcher will then generate initial codes from the data by asking questions like *What is this about? What word can describe this? What are the participants talking about?* The codes can now be written in the margin.
 - The researcher will make a list of these codes and will compare them for duplication. Similar codes will be grouped, and other codes will be recoded to fit the description. Each code will be given a definition. The researcher will make a list of *major codes*, *important codes*, and *minor codes*.
 - The researcher will test out the codes that have been generated by using unmarked copies of each data set to apply the organisation system and will make sure that nothing was overlooked.
 - Finally, the coding system will be refined.
- **Categorising the data:** Categories are the major ideas that are used to describe the meaning of coded data. Forming categories will allow the researcher to discover patterns to understand the complex links between people's situations, mental processes, beliefs and actions. The researcher will then be able to determine which data illustrates the research problem.
 - **Interpreting and analysing data:** The researcher will make general statements about the relationship between categories to discover patterns in the data. In searching for patterns, researchers try to understand the link between various aspects of people's situations, mental processes, beliefs and actions. The researcher will determine how well all the data irradiate the research problem and which data is central. Interpretations will be made based on the analysed data to answer the research questions.

3.8.2. Data presentation

As mentioned above, the data will be recorded, coded, categorised, interpreted and analysed. Data will then be presented in the form of quotations of participants' actual language. Presenting the data as quoted is imperative because it is the data.

The researcher will present the data by using descriptions, analysis, and naturalistic summaries (Macmillan & Schumacher, 2014). The researcher will use quotes from the interviews with participants which are relevant to the research findings. Including large portions of an interview in a research paper can be tedious for the reader (Anderson, 2010).

An extensive description will be given about the different leadership styles detected in the in-depth interviews with various principals from various school settings. The researcher will search for patterns in the data and will uncover emerging categories and themes in order to develop summaries which could be useful to the reader when applied to similar cases. The researcher will compare the different leadership styles to conclude which leadership styles are mostly followed in schools, which leadership styles are preferred by teachers, and which leadership styles can be linked to schools performing well.

3.9. TRUSTWORTHINESS OF THE RESEARCH

The trustworthiness of qualitative designs is the degree to which the interpretations have mutual meanings between the researcher and the participants. The researcher will ensure trustworthiness by trying to understand different perspectives and aiming at a singular truth or generalisation. In other words, the researcher and the participants agree on the description and meaning of events. Strategies that will be used in this study to ensure trustworthiness are as follow (Macmillan & Schumacher, 2014):

- **Participant language will be used in the study:** The direct literal statements and quotations from participants will be used.
- **The researcher will make use of mechanically recorded data (audio recorder):** This strategy will ensure that direct statements are used from the participants and will provide accurate and relatively complete records. Situational aspects that influence the data record will be noted to further enhance trustworthiness and to make the data usable.

- **Participant review:** Participants will be asked to review the researcher's synthesis of the interview and to modify any information from the interview data for accuracy. Then the data obtained from each interviewee will be analysed for a comprehensive integration of findings.
- **Triangulation:** Qualitative cross-validation will be done among multiple data sources, data collection strategies, time periods, and theoretical schemes (Gunawan, 2015).
- **Detailed transcriptions:** The in-depth interviews will be transcribed in detail (Gunawan, 2015).
- **Member checking:** This refers to verification from the participants. During the interviews, questions can be rephrased to obtain more complete meanings.

3.10. RESEARCH ETHICS

Ethics can be defined as norms of conduct that distinguish between acceptable and unacceptable behaviour. The concept of research ethics promotes moral and social values, such as social responsibility and human rights (Resnik, 2015). The primary responsibility for the conduct of ethical research lies with the researcher. The researcher has a responsibility toward the (Cardiff School of Education, 2011):

- **Participants:** Researchers should ensure that the physical, social and psychological well-being of the research participants is not affected by the research. Research relationships should consist of mutual respect and trust.
- **Other researchers:** Researchers should avoid consequences which will undermine their field of discipline.

Before research will commence, the researcher will apply for ethical clearance with Unisa's Ethics Committee (REC) (Annexure A). Furthermore, the researcher will acquire written permission from the Department of Basic Education in Gauteng to conduct the research in public schools (Annexures B and C) and will also get written permission from the private schools to conduct research and interviews in their schools (Annexure D).

The researcher will adhere to certain principles to ensure that the research is ethical. These are informed consent from participants, anonymity and confidentiality, caring and fairness. Each of these principles will be discussed in the sections below.

3.10.1. Informed consent

In gaining permission, each participant will sign a consent form (Annexure E). Informed consent will also be given orally and recorded. The researcher will gain the participants' trust and will deal with ethical dilemmas in fieldwork professionally by using discussions and negotiation to resolve any issues that arise. Each participant will be informed of the research and their role as participants, as well as who will have access to the data, and whom they may contact for questions.

Participants' role in the study is voluntary and they will be informed that they can withdraw from the study at any stage. The researcher will be truthful and straightforward about the research objectives and will not create false expectations in order to obtain a participant's cooperation (Mack, Woodsong, MacQueen, Guest & Namey, 2011).

3.10.2. Anonymity and confidentiality

The researcher will ensure that the confidentiality and anonymity of the participants are protected by using code names of people and places. Officials and participants will review the report before it is released. Assuring participants that what they say will be kept in confidence is important for earning their trust. If the participants ask questions that the researcher cannot answer, the researcher will postpone the interview to a later stage. The participants will also have access to the contact information of the officials.

The researcher will not disclose any information attained from previous interviews to further ensure the protection of the participants' confidentiality (Mack, Woodsong, MacQueen, Guest & Namey, 2011).

3.10.3. Caring and fairness

Participants' informed consent and privacy will not be violated by deception. All intentions will be made clear to participants. A sense of caring and fairness will be part of the researcher's thinking, actions and personal morality when interviewing the participants. A sense of caring and fairness will be present with the researcher's thinking, actions and personal morality. The researcher will promote fairness by having open discussions and negotiations with the participants (Macmillan & Schumacher, 2014).

3.11. CONCLUSION

This chapter provided the reader with an overview of the research design and approach that the researcher will follow in conducting the research. The researcher has explained why the study will make use of a qualitative research design to gather valuable empirical evidence in order to answer the research sub-questions. The research design has also included different phases in which the research will be done. The research approach has given an explanation of why this study will contribute to theory, policy and social issues by elaborating on each of these points.

The researcher continued the chapter by explaining what is meant by population and sampling and how this study's sample size was chosen, by explaining the guidelines that were followed. This chapter elaborates on instrumentation, data collection procedures, and also how the data will be analysed. It provides the reader with an illustration of the steps that will be followed when conducting the research. The chapter ends off with the trustworthiness of the research and the ethical concerns of the study by explaining what principles the researcher will adhere to.

In the next chapter the researcher will analyse, present and discuss the research data and findings. The leadership role of the principal will be discussed based on the research findings, and the researcher will discuss the different leadership styles in order to determine which leadership style is most closely linked to good school performance in the Gauteng area.

CHAPTER 4

PRESENTATION, ANALYSIS AND DISCUSSION OF RESEARCH DATA

4.1. INTRODUCTION

The previous chapter provided the reader with an overview of the data collection process and also explained what instrumentation was used to gather data. In this chapter the researcher will make use of a qualitative data collection method to gather valuable information, in order to answer the research sub-questions. This will lead the researcher to a better understanding of the influence that the principal of the school has on the performance of the school.

This chapter will focus on presenting, analysing and discussing the research data and findings. The leadership role of the principal will be discussed based on the research findings and the researcher will discuss which leadership style is mostly linked to good school performance in the Gauteng area. This will lead to conclusions about whether or not the leadership style of the principal influences the performance of the school.

The main aim of the study is to determine what the relationship is between the leadership of the principal and school performance in four schools in the Gauteng area. The researcher will present an analysis and discussion of the obtained data according to these four objectives:

- to investigate what the role and functions are of the school principal;
- to identify the major differences between low performing schools and high performing schools;
- to determine whether the leadership style of the principal has an effect on school performance in schools; and
- to determine which leadership style can be linked to effective school performance in schools.

The researcher has identified the categories and themes of the obtained data by doing the following:

- She read through the data and identified data segments.
- Generating codes from the data by asking *What is this about? What are the participants explaining? How can I describe this?* These codes were written in the margin.
- The researcher then made a list of these codes and compared them. Similar codes were grouped together to identify the categories and themes that are discussed in this chapter.

This chapter will attempt to answer the research questions posed in Chapter 1. The chapter will provide an overview of the research process, followed by an interpretation of the data. And finally, the relationship between principal leadership and school performance will be analysed.

4.2. THE RESEARCH PROCESS

4.2.1. Introduction

The researcher made use of a qualitative, case study method for collecting data. Semi-structured, in-depth interviews were conducted with teachers and principals from the chosen schools in Gauteng. Each participant was informed that they would remain anonymous in the study and signed a consent form before the interview started. The researcher made use of a audio recorder and each recording was transcribed to enhance the trustworthiness of the research. Open-ended questions were asked, and participants could elaborate on their answers.

4.2.2. Method used for collecting data

The researcher started the process by obtaining permission from the Department of Education to conduct interviews in public schools in the Gauteng area. While the researcher waited for permission to be granted, interviews were held at two private schools in the Eastern side of Gauteng.

The researcher first conducted an interview with the principal of the chosen private primary school (School A) and asked for permission to conduct interviews with four teachers. The principal provided me with the name of a teacher, who was then interviewed after the principal and each teacher got me in contact with another teacher (snowball sampling). When all interviews had been conducted at the primary school, the researcher went to the High school (School B). The interview with the principal was conducted and the researcher followed the same method to conduct interviews as in the primary school, which worked very well.

After permission had been obtained from the Department of Education, the researcher got in contact with the two chosen public schools in Gauteng to arrange an interview with the principal and also to disclose the intention to conduct an interview with four of the teachers from the school.

The first public school chosen by the researcher, was a small primary school in the North of Gauteng (School D). The school was very accommodating, and the principal invited me to spend a day with them to see how their school runs and to conduct my interviews as teachers were available. The second public school that was chosen, was a big high school in the East of Gauteng (School D). The experience at this school was not as welcoming, because it was challenging booking an interview with the principal and also to get teachers to interview. I emailed the school for permission to conduct my interviews. With no response for more than two weeks, I went to the school and asked if I could speak to the principal. The principal's secretary spoke to me and took the permission letter to present to the principal. The school contacted me a few days later and said that they could make a few minutes available for me to speak to the principal the following week. The researcher went to the school on the chosen date and conducted an interview with the principal. The secretary then helped me to find some teachers who had time for an interview.

Each interview started with the researcher explaining the consent form to the participant, which was then signed when the participant agreed to continue with the interview. The principals' interviews consisted of 23 questions and the teachers' interviews consisted of 18 questions. Each of the interviews were recorded and transcribed for quality purposes.

After the interviews were transcribed, the researcher identified codes and grouped these codes under the specific headings in order to answer the research questions.

4.2.3. Challenges experienced during the research process

The process of conducting in-depth interviews was a challenging task. Interviews are very time consuming and time is very limited for teachers and principals. Co-ordinating these interviews was very difficult and some principals were unaccommodating, because they did not want to take time away from their teachers. After a strenuous process, the researcher managed to conduct the interviews and gained valuable insight into the topic.

4.3.4. Positive aspects experienced during the research process

Most of the schools were very accommodating and helpful. Participants were enthusiastic and gave valuable feedback to the interview questions. Participants contributed to the study with commitment, which is a testament to how committed they are to teach and to improving the education system in South Africa.

4.3. DATA ANALYSIS

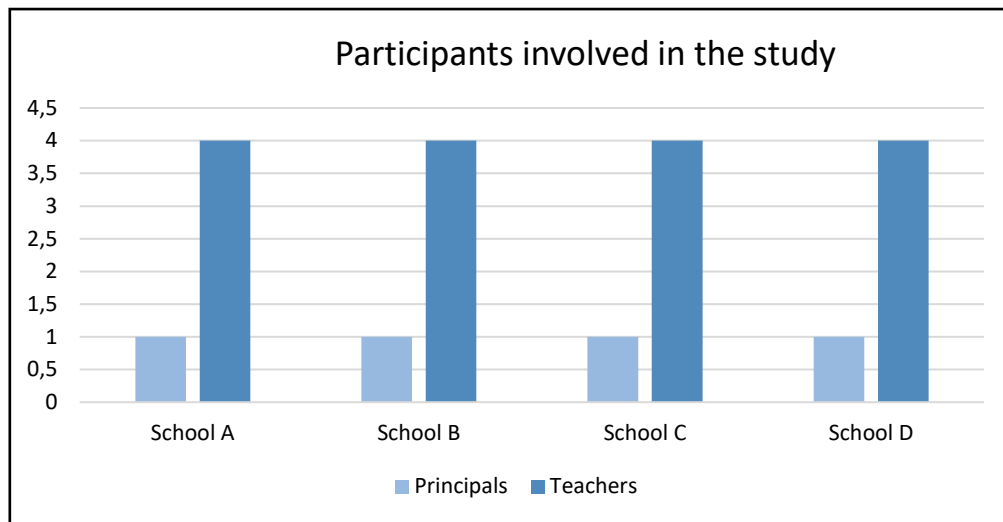
4.3.1. Introduction

The researcher conducted in-depth interviews with the principal and four teachers in each of the selected schools. There were 20 ($n=20$) participants ($5 \times 4=20$) interviewed in total. These participants were included in the study to gain valuable insight in order to answer the research question: *What is the relationship between principal leadership and school performance in four schools in the Gauteng area?*

Demographic information was obtained from each participant and the transcribed interviews were analysed and grouped under the appropriate headings.

4.3.2. Demographic data

Figure 4.1: Number of participants



As seen in Figure 4.1, the principal and four teachers from each of the schools were interviewed. The researcher conducted an interview with the principal first by using a structured interview schedule set up specifically for the principal. After the interview was conducted with the principal, the researcher asked who he could recommend being interviewed as a teacher. Teachers had a different interview schedule than the principal. Each teacher was then asked to recommend the next teacher who could be interviewed in the study. The researcher chose to include this amount of participants into the study, because conducting in-depth interviews is very time consuming.

Figure 4.2: Gender of participants

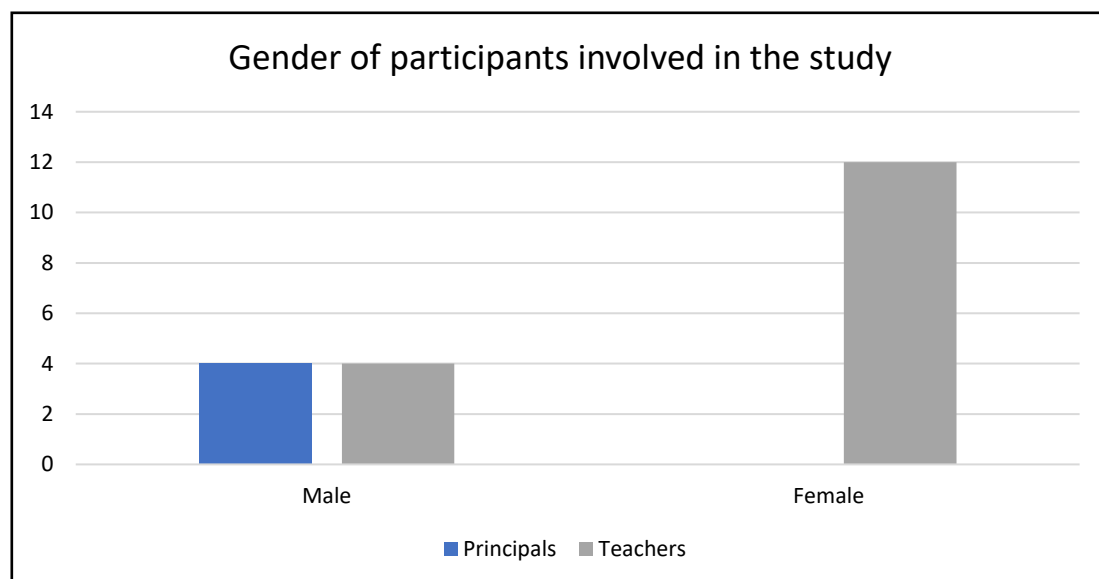
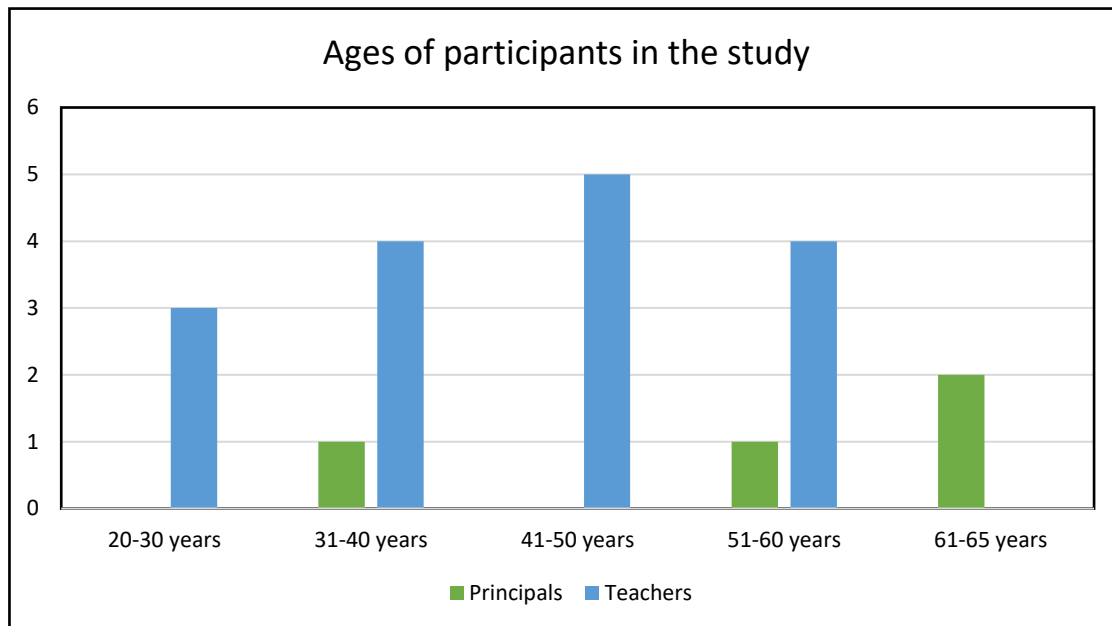


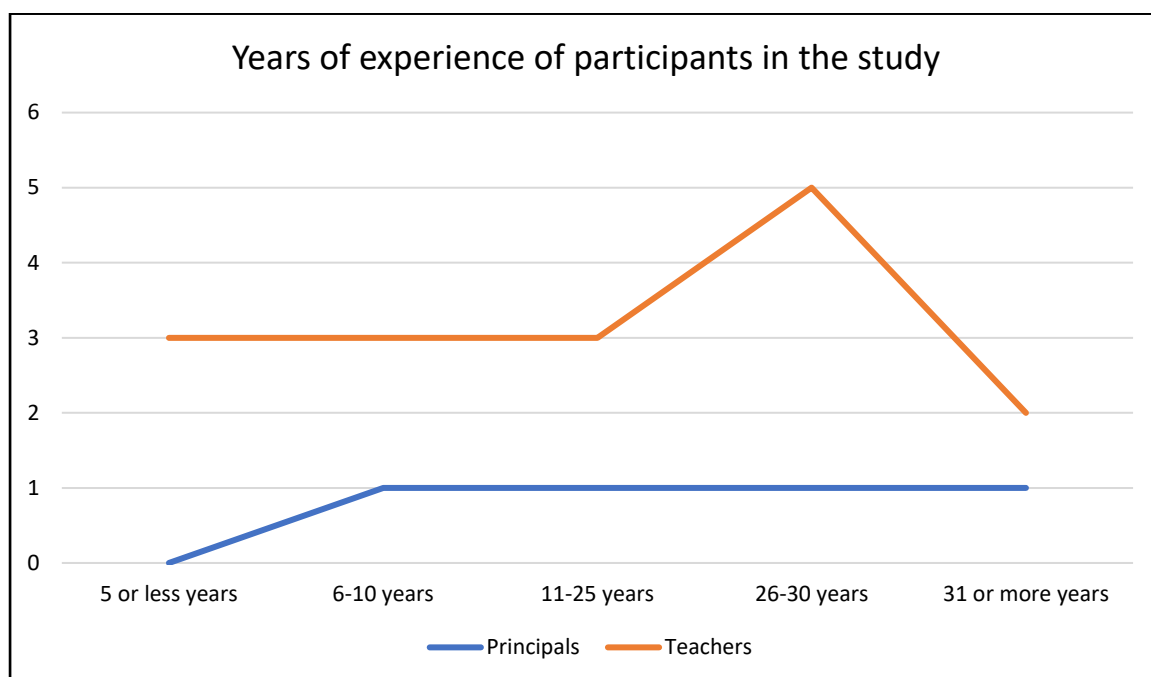
Figure 4.2. shows the gender of the participants who were included in the study: 4 principals (males); 4 teachers (males) and 12 teachers (females). This graph shows that of the four schools that were included into the study, management consists mainly of males and teachers mainly females.

Figure 4.3: Ages of participants



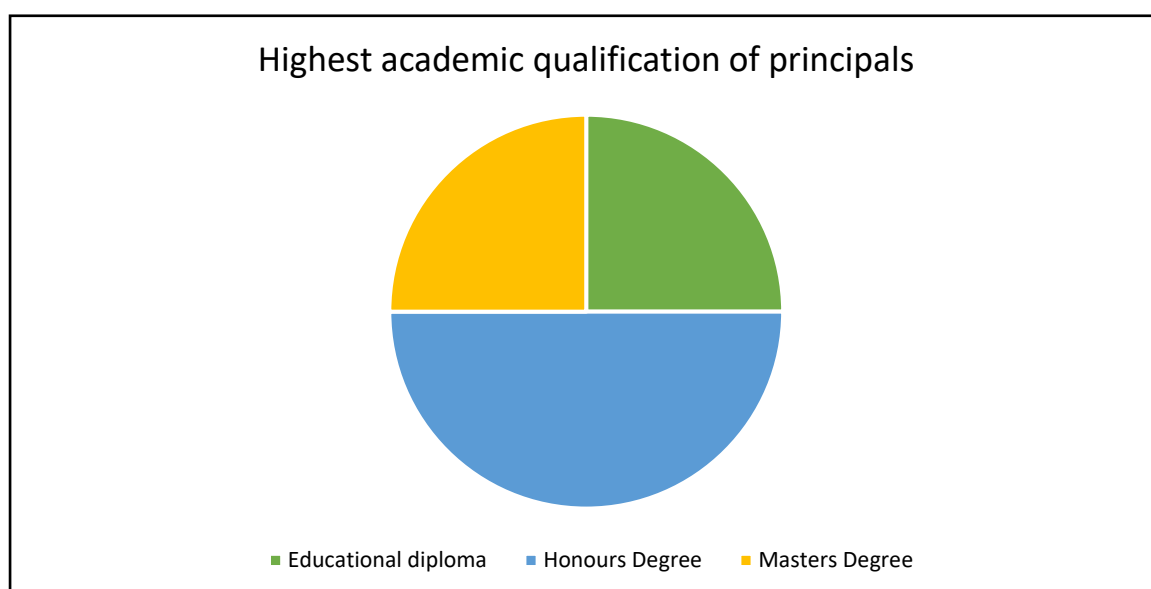
This figure represents the ages of the participants who participated in the study. This figure shows that the principals who participated in the study were mostly older (61-65) and that most of the teachers who were interviewed were middle-aged (41-50). The reason why principals are older, is because they should have experience being teachers and going through the different levels of a school (grade head and head of department) in order to understand the school as a whole.

Figure 4.4: Years of experience



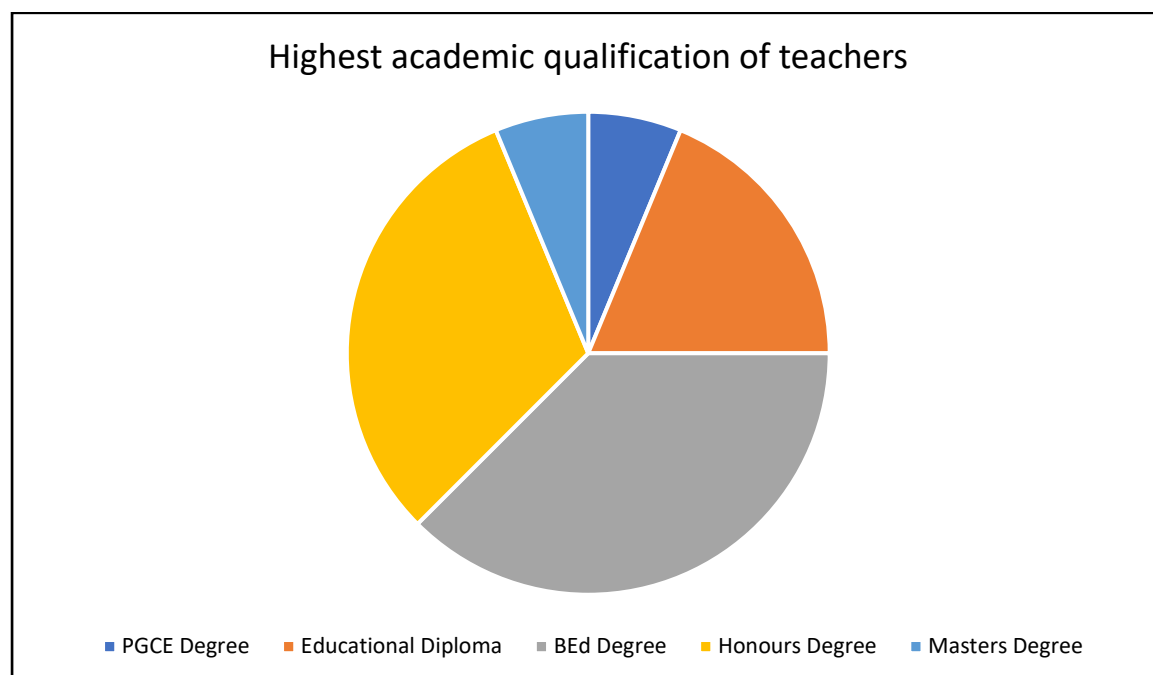
This figure is fairly spread out and each school has new teachers and also more experienced teachers who mentor and guide the newer teachers. The older teachers have more experience than the younger teachers and often takes control in their fields of expertise (subjects, classroom management, admin etc.) in order to help the younger teachers, learn from them. This graph also shows that principals are more experienced (as mentioned at the previous graph).

Figure 4.5: Highest academic qualifications of principals



According to the study, all principals who were interviewed had an Educational Diploma or Degree and some had studied further to obtain an Honours and Master's Degree. The study had no unqualified principals. The graph shows that principals should be qualified and experienced to manage the school.

Figure 4.6: Highest academic qualification of teachers



Most of the teachers who were interviewed possessed a BEd Degree and an Honours Degree. A small number of educators had an Educational Diploma, PGCE Degree and a Master's Degree. There were no unqualified teachers interviewed in the study (which is not necessarily the case in all schools in South Africa) and some teachers also try to better themselves by doing a postgraduate degree.

4.3.3. Conclusion

Educators from across the spectrum (gender, race and age) were involved in the data collecting process of this study. The researcher received valuable information from the participants in order to answer the research questions. The next section analyses the data obtained from the interviews conducted with teachers and principals.

4.3.4. Analysis of data obtained from interviews

Data obtained from the interviews conducted with principals and teachers from various schools in Gauteng, was thoroughly transcribed. The transcriptions were used to organise the data into categories and themes, and to identify patterns and relationships among the categories. These categories and themes will be discussed below.

4.3.4.1. School performance

a. The climate of schools

The researcher's first question during the interviews conducted with the teachers was to describe their view of their school and what the climate was like at their school. The researcher asked this question, because the school climate is important in establishing a relationship between the teachers and the school leadership. Responses from teachers differed. Some responded that the school climate was relaxed, others responded that the climate was negative, and some said that the school created a climate of high expectations and a fast pace.

Participant 2 from school A described the school as '*wonderful*' and says the climate of the school was '*very positive*' and that she liked the '*vibe*' of the school, while participant 3 from school A describe the school as '*inconsistent in the way it is run*' and the climate as '*at the moment very negative, because a lot of teachers are unhappy and there is a lot of pressure on them*'.

The participants from school A agreed that it was a performing school and they received feedback from school management which confirms this. Responses from teachers in school A, when asked whether or not the school was performing well:

'Yes. Academically we do quite well, especially when we do the outside tests like the core skills and we have also done multiple diagnostics and things like that (only at Grade 6 level, once they have gone through everybody). We tend to do really well with those. Sports wise we also perform quite well.' (Participant 1)

'It is, we definitely can't deny that. It's an excellent performing school. I have only worked here for a year and in terms of the SACI (creative writing) competition, the Grade 7's of our school won. We also received excellent results in the JUMPCO and Grade 6s assessments.' (Participant 2)

'I think so yes. I think it has had better years, but I think it is still a good performing school.' (Participant 3)

'Most definitely. I think that everything is analysed, from marks to sport results, individual results. Everything is analysed and the minute you analyse it, its compared.' (Participant 4)

School B also agreed that their school is performing well and described their school as *'well mixed culturally, academically and in sport'*. They also describe their school as *'inclusive, open-minded and open-ended'*. Participant 1 from school B, described the school climate as follows:

'The climate changes every year. I have been here for a very long time and some years its more positive than others. I think at the moment, because of all the changes we have had with our leadership, everyone is really trying to stay positive, but I think our kids are struggling with self and school pride. We have had two different leaders in 10 years.'

School B currently does not have a principal and the school is run by the three Deputy Principals, while they wait for a new principal to be appointed. Teachers explained that the situation is difficult, because there was not that *'go to person'*. Even though they have made it work, the school desperately needs a principal.

School A and B are both private schools and they are owned by a corporate company, which means that the school is not governed by the parents, but rather by a head office. The requirements from head office make the climate more stressful according to the participants, because of the high standards and constantly being compared with other schools. Participant 4 from school A described the climate of the school as follows:

'I think there are three areas. The overall climate within society is competitive. From a pupils' point of view it can be stressful, in terms of homework. The climate in terms of teaching has also become more stressful.'

According to Botha (2013), creating a healthy, relaxed and open school climate goes a long way towards ensuring learner and teacher performance. As described by Participant 4 from school A, being a teacher becomes more stressful and this can have an influence on the climate of the school.

School C and D are both public schools and are managed by the School Governing Body, which the school principal is part of and works with hand in hand. School C is a smaller school and they describe their school as '*special and unique*'. They explained that they have '*happy children who are well balanced*'. Participant 1 from school C described the climates as:

'All schools have their challenges, but in general we have a happy relaxed climate at the school. We get children from big schools, who have previously struggled academically and when they come to our school, they do much better because they get more individual attention and in this calm environment they then start to excel. From the parents' side, they are very involved and this helps a lot. Because we are a small school, we rely on the parents to help with events and so on. Parents are very positive towards the school. From the teachers' side, we are a very close-knit staff (because most of us have worked here for a long time, we know each other very well). We don't have a big staff turnover, when you work here then you won't want to leave. When people leave, it's because they retire or relocate.'

All participants from school C agreed that it is a performing school and showed the researcher some results which confirmed that they are in the top five schools in their District academically. Because it is a small school with only 120 students in total, they feel that sport is an area in which they can improve.

On the other hand, there is school D, which is performing very well academically, culturally and in sport. This school described themselves as one of the top 1% schools in South Africa. Participants from this school described the climate as being '*relaxed*', '*positive*' and '*conducive to learning*'. Participants responded that the school performs very well and that they have excellent matric results.

b. Qualities of an effective school

The principals of each school were asked what they thought the qualities of an effective school was and what strategies their school was putting in place to make their school an effective one. The principal from school A felt very strongly that relationships are the most important thing in a school. He said that there has to be a good relationship between the management of the school, teachers, children and parents. He states that *'if the whole community works together then the school will be effective'*. He said the following when he was asked what strategies he was putting in place to make his school an effective one:

'That's where we work on relationships. I don't want an us and them climate, so we are working on closing the gap between parents and teachers to make sure that the community works with the school. So, my whole strategy is to have buy-in from the parents and to ensure that everyone is working together.'

The principal from school B agreed with the statement and said that he also thought that the relationship between the parents and the staff added to the effectiveness of the school. He continues by stating:

'I think if you have a good academic staff, that is a good starting point. Good resources, monitory and other resources. I think good leadership is definitely one of them. So, if you have a good senior management who know what they are doing and who is running the school daily operations of the school that helps with the effectiveness of the school.'

He said that the management team meets weekly and reviews what they aim at achieving in the school, that they do class visits, they walk around the school regularly, and they communicate with parents in order to make their school an effective one.

The principal from school C said that an effective school has *'good management, discipline and commitment – from the teachers, parents and children'*. The principal from school D said that an effective school has to have *'control and management'*. He added that having good teachers is important and trusting your staff to manage the area where they are was also very important.

Both of the principals from school C and school D agreed that delegating tasks to qualified teachers was very important to make their schools effective. The principal from school C had the following to say:

‘Good management and delegation. Make sure your staff is well qualified to do the job. It's very important to get the correct teachers who are able to do the job properly. We have different levels of management- Principal, Deputy principals, HOD's, senior teachers and then the rest.’

The principal from school D said:

‘We have a family setting at our school where we trust each other and treat each other with respect and love. And then our management is very good and we have qualified people in places where they need to be. And then I allow them the authority to make decisions and to take control in their area. If there is a problem, then it will come back to me. But I trust my people to take control in their areas and we spread the load.’

From the responses given by the participants, it can be concluded that the qualities of an effective school lie in appointing qualified teachers and having good relationships between the community and the school, and also between the teachers and the management team.

4.3.4.2. Relationships in the school setting

a. Between the school and the community

As mentioned in the previous section, relationships in the school setting is very important in order for a school to be an effective one. The teachers were asked to describe their relationship between the school and the community. The principal of each school was asked how they ensured that the school had a good relationship with the community.

Participants from school A responded that their school generally has a good relationship with the community. Participant 2 stated that the reason being is that the school is in the confines of an estate and that is why there is a very close relationship.

She continued by saying that most of the school's learners came from the estate and the surrounding areas. Participant 4 stated the following:

'I think in general we are very open to hearing ideas from parents and staying with the trends. I think it's very important for us to make our community feel happy. Our school has an ethos of a family environment, so that does roll out into the community. We also have outreach programmes. We don't just stick to academics, so I think there is quite a bit of interaction between the school and the community.'

However, participant 3 from school A said that 'parents are not very happy at the moment'. She says:

'I have spoken to a few who seem to not be very happy. I think the school, or management, perhaps try too much to give the parents a voice and sometimes that has negative repercussions.'

Participant 1 (School A) seemed to agree with this statement and said that finances are a big concern for parents, and the school is very expensive. She adds that the finances of the school put pressure on the teachers as well, because parents have very high expectations. She said that parents were also unhappy because of the inconsistency with staff members leaving the school.

The principal from school A's response links with what participant 3 said. The principal had the following to say when asked how the school responds to the demands of the community:

'It depends on whatever the demand is. Most recently we had a security issue and they demanded better security, so then we have to look at it. So, it depends on each of the demands. We do feel it is important to listen, it's all about relationships. The community needs to feel that they are shareholders in this entity and that they have a say too, within reason.'

School B's participants agreed that some parents were happy and then you would always get those parents who are not happy. Participants 1 and 2 said the following:

'I like to think that it is good, but we will always have parents who are negative about a school, it doesn't matter what school you are with. So, there will be

parents who say bad things about our school, but in general when I go out there and speak to parents whose children aren't in our school, the feedback is very positive.' (Participant 1)

'I think that there have been some hiccups, but one must not generalise. I think there are some parents who have unrealistic expectations, but then there are also the parents who are very supportive. I think because our school fees are so high, some parents feel that we should be delivering more than what can be expected. It also creates a feeling of entitlement and that is unfortunate, because that is counterproductive in every sense. The parents then become uninvolved with their child's education and the children start thinking that they own things. They start losing pride in themselves and in their school, because they feel entitled to everything.' (Participant 2)

The principal from school B said that they responded to the demands of the community by having parent committees to help and get the parents involved. He said that he would like more parents to be a part of this committee and doing all sorts of things over the weekend.

School C's participants said that they have a very close relationship with the community and with the parents. Participant 1 said that they do not just have a good relationship with the parents, but also with the wider community around them. She said that a group of teachers from the school got together with some of the other schools in the community once a month and discuss challenges and good performance. Participant 2 said that the school also lends its facilities to the community when needed and that they deliver a service to their community. This leads to sponsorships from the community, which assists the school financially, as stated by participant 4. Participant 3 had the following to say about their relationship with the community:

'Parent involvement is very good. I think the parents are really involved in their child's education. We also get sponsorships from the community when we need it. Our facilities are also available to the community. I think we have a good relationship with the people in our community.'

Participants from school C said that they also have a good relationship with the community and that it is very important in the success of the school. Participant 2 said the following:

'A big part of the school's success is dependent on the community. I would say you deal with the community about 95% of the time, so if you don't have a good relationship with the community, then they won't support you and then you won't see the results you want. So, it's a very close relationship. The one can't go without the other one.'

The participants from school C all agreed that they have a good relationship with the community and with the parents, but participant 3 said that she did feel that the *'parents sometimes place their responsibilities on to the teachers'*. The relationship needs to be maintained, however there has to be a balance and the school cannot respond to all the demands of the community.

The principals from each of the schools were also asked how they ensure that the relationship is maintained with the community and the responses came down to ensuring there is good communication. Some of the responses about how the schools ensure that their communication between parents and the school is good, appear below.

'By meeting with parents and making sure that they can approach you. We have class reps (parents) and we meet with them every week. And from there the parents feel that they have a voice. By also having an open-door policy with parents, they can come and share it with me. You also have to be visible; parents need to know who you are.' (Principal, School A)

'Good communication. Being friendly, having parent evenings, WhatsApp groups, emails etc.' (Principal, School C)

'By having a good relationship with the parents and communicating with them.' (Principal, School D)

The relationship between the school and the community is important in ensuring the school is effective. All stakeholders need to work together and create an environment where children can learn safely.

b. Between the principal and teachers

Participants were asked to describe their relationship with their principal and the principal from each school was asked to do the same. The principals were also asked how they ensured quality teaching and learning in their school and how they supported non-teaching staff. This relationship between the principal, teachers, pupils and even the non-teaching staff members has a big impact on the climate of the school.

Participants from school A generally felt that they have a good relationship with their principal and that he would listen if they needed help. The principal was also asked how he would describe his relationship with the teachers. He said that it is a good relationship and that he tries to spend time with them.

This relationship links up with the fact that the principal from school A ensures that teachers are teaching in an environment that is conducive to quality teaching and learning. The principal stated the following:

‘My responsibility as a principal is to make sure that teachers have all the tools for their trade. That they have proper educational tools in terms of computers, boards, all the hardware they need to have, and then to also make sure that we provide the necessary training going forward, so that they can be teachers on their optimal. The latest technology, hardware and courses, so that they can be the best teachers possible. Also, to create the best environment so that they feel relaxed when teaching is also important.’

The principal from school A was also asked how he ensures that non-teaching staff members of the school are being appreciated and he said:

‘I think looking at the sport staff specifically, who are non-academics, if they do well then I do acknowledge them. I like writing the staff members little cards and also acknowledging them in newsletters. This is also for the ground staff. It's also important to make them feel important.’

Although school B does not have a current principal, their participants replied by saying that they had a good relationship with the management team and that they had a good relationship with their previous principal.

Participant 1 responded by saying:

'I think with both of my previous principals I have had a good relationship with them. I think the key to a good relationship is never to undermine them or gossip about them. Don't overstep your boundaries, at the end of the day they are in charge.'

Respect plays a big role in the relationships within the school context and this respect goes both ways, according to the participants in school B. The acting principal for this school said:

'I think you trust them. And I think you offer them a working environment that has the necessary resources that they need, like computers, WIFI, projectors, art material, science equipment, so you try your best to meet their needs. And you offer them support by giving them a voice, I think something that I have learned is that teachers just want a voice and we try to implement it, whether its a year or three months. Also, honesty between the staff and the principal is very important to manage expectations.'

This principal also said that the school acknowledges non-academic staff members by having regular meetings to hear their concerns, and they also collect money for them at the end of the year to show appreciation. The participants from school C all agreed that they have a good relationship with their principal and that he is very approachable. They said that the reason why they have such a good relationship, is because most of the management team has been working together for more than 17 years and there is not a big staff turnover. The principal had the following response to the question:

'I think I have a very good relationship with the teachers, and I have a rule where they can feel open to talk to me if something is bothering them.'

When the principal was asked how he ensured that non-teaching staff of the school is being appreciated, he responded:

'Good relationships and verbal acknowledgement. I also create a relaxed working environment and I make sure that each staff member knows what their job description is.'

School D's participants described their principal as being 'very professional' and 'understanding' They also said that he is not very visible and they do not really know him that well, but when they have a problem that he does try to help.

The principal responded to the question by saying that he has an open-door policy and that the staff all know that they all treat each other as professionals, and this leads to a good working relationship.

4.3.4.3. School leadership

a. Levels of leadership

It is important to have different levels of leadership in a school. Participant 1 from school A said that in their school they had the principal, the deputy principal, phase heads and then the teachers. She felt that because the school is growing, they needed more levels of management. She said the following:

'I think because the school is growing so much, we need more levels of management that know what they are doing. Yes, we have Grade Heads, but the grade heads aren't given specific outlines of what to do. It's sort of manage a crisis as it pops up. Also, there is no compensation for grade heads, which doesn't really motivate you to do better. There isn't even time compensation. There is extra admin expected from grade heads and the work load is more, but you still have the same number of subjects, the same amount of marking. Lines of communication are not great, so I would change that. There should be more specific levels of management. Because we are such a big staff, we need more levels of management so that people know who to go to. Levels: Grade heads that are more influential and they should have more decision-making opportunities and also the Phase Heads should have weekly meetings with the Grade Heads to touch base and make sure that everyone knows what to do, because a lot of things are just assumed and only afterwards do people get blamed if it was not done correctly, even though no clear instructions were given in the first place.'

Participant 4 from school A explained the levels of leadership for their school very thoroughly and said the following:

'Well we have different levels of leadership. The first tier of leadership, we have our corporate governing body (a company that owns our school), in terms of them the leadership is very autocratic, and we have very little say. I think this is because it is a corporate company. It's more of a dictatorship. They do inform us, so there is information going from the top down, but there isn't information going from the bottom up. It's a top-down approach. The second tier of leadership, we have our principal who is very dynamic and open to change. He looks at the needs of the teachers, parents and the community. He has an open-door policy, which makes him approachable. Our Senior Deputy has a similar ethos, he is also a very good leader. I generally believe that they do want what is best. However, we do have certain line managers who do not align themselves with the ethos of the principal and the deputy. Some line managers are more autocratic and tend to micro-manage, which does not go down well, I think. And a lack of communication can make people feel frustrated. I think in any industry it won't always be perfect, but I do feel that the minute people feel that they can talk to their leadership, it will go better. If managers can see the bigger picture in terms of change then that is super, but certain line managers that we have led by instilling fear and that is not effective in a school environment.'

School B was asked to describe the leadership in their school, and they stated that *'at the moment they are struggling'*. This is because they do not have a principal at the moment. They have the three deputy principals and one of these deputies are the acting principal, but when decisions have to be made, they have to get permission from all three of the deputy principals. Participant 1 from school B had the following to say:

'I think at the moment, if you are thinking about the main leadership, then we are really struggling. I do think that they are working hard and really doing their best. We have had two very different leaders in the past. We had a very authoritative leader first, who was very domineering and made the school structure very rigid and structured. And our second leader was much more open

to ideas and accommodating. So, it was basically a total flip around. At the moment we have a management team that is trying to manage a school without a leader, so it is really challenging, but they are doing a really great job. Even though we don't have a principal at this exact time, we are coping, because each teacher in their own sphere is managing where they can. Even though we are managing without a principal, we still need that person who will support you and have your back. And I think that is what we are lacking. Also, because we have this three headed leadership at the moment, you are not just going to one person, you constantly have to go to all three.'

School C is a small school with staff that has been working together for many years. Because they are a small school, they have the following levels of management, as described by participant 4:

'We are a small school, so we basically have the principal and 2 HOD's. We basically do the academics and then we have our sports co-ordinator and our phase heads. We work very well together and make decisions to benefit the school.'

School D has a similar structure to school C. However, school D is a much bigger school than school C. Participant 3 described the levels of leadership as follows:

'Our top management are people with lots of years of experience, which helps a lot. And the different levels of management that we have, like the HOD's, Grade Heads, and Subject Heads work very well. We have regular meetings where we receive all the information necessary. Communication is very good.'

The levels of leadership in a school are important and play a big role in the performance and general functioning of the school. The principal cannot do everything and needs experienced, qualified people on his management team. From the data gathered, the researcher can conclude that the levels of a school for proper functioning (regardless of the size of the school) should be the principal at the top, the Deputy Principal, Phase Heads, Grade Heads, and Subject Heads. And at each level there should be a specific job description and the person in that leadership tier should have the due authorisation to make decisions.

b. Induction management training of principals

Each principal was asked if they have received any induction management training when they were appointed as a principal. The principal from school A laughed when he was asked the question and answered:

‘No, I think there is a need for that. It would help to have a guideline or a rule book. But no, there is nothing like that.’

The acting principal at school B also replied that he did not receive any induction management training to be a principal. Schools A and B are both private schools and both schools do not provide the service of training their principals for the job.

Schools C and D are both public schools and they replied that they had receive induction management training by the Department of Education when they were appointed in the position of principal. They replied as follows:

Yes, I received induction training to be a principal from the Department of Education. (Principal, School C)

Yes, the DOE provides you with induction management training. (Principal, School D)

The principal's job is wide, and training the principal to be an effective leader can contribute to the effectiveness of the school. From the study, it can be concluded that the Department of Education provides some training to the principals, but many private school principals do not receive training.

c. Support offered from leadership in terms of the classroom and the curriculum

The researcher started this phase of questions by asking what support the teachers receive from school leadership in curriculum development and planning. School A relied to the question by saying that curriculum development is more the role of the line managers and not the principal. The principal ensures that they receive training and send them on workshops. Participant 4 responded as follows:

‘I think it's more the role of our line managers. Also, there are certain parameters. If you go to your leadership and say that you are uncertain about something, then they can support you. I also think leadership supports you in

terms of courses and workshops. So, I think in terms of curriculum, there is quite a lot of support.'

The principal from school A replied to the question as follows:

'Working in the corporate environment, it's a bit more challenging because they have a vision of what they want the curriculum to be. In saying that, we as principals do get invited to look at the curriculum and consult with the academic department of the company, so we do get a chance to play a role in that.'

School B also stated that the principal is not really involved in curriculum development and that it is more the responsibilities of the Heads of Subject to provide curriculum development. Participants A and B explained it comprehensively as follows:

'Because we are with the IEB, there are quite a lot of courses that we go on. If there is another course or workshop that you want to go on, then they will pay for it and let you go. We also have staff development once a month where they get speakers in to motivate us, or talk to us about the curriculum, or how to deal with difficult parents. So, they do support us with different things. Most of our support comes from the IEB and then our clusters. So, we get our support from our clusters, and for example I would set papers for other schools and they set papers for us. And we work together as a team. So, the school management doesn't really have to give their input in curriculum development too much, because off all the external support we get when it comes to the curriculum.'
(Participant 1)

'We don't, but we don't really need it. Our curriculum development comes from within our department and we have the expertise to do that ourselves. We have support if we would need it, but the nitty gritty of the curriculum is more a departmental thing. Our levels of management are working very well together.'
(Participant 2)

School B's principal confirmed what the teachers said by stating that there is not time for the principal to assist in curriculum development and planning.

School C, which is a public school, stated that curriculum development comes more from the District and not from the principal. The participants said that the principal ensures that they have the proper equipment they need for example internet,

computers, projectors etc. He also ensures that they go to workshops and training sessions. Participant 2 said the following:

‘Curriculum support is supposed to come from the District, but to be honest we know a lot more than them and we have much more experience than them. They sometimes bring things in that we just know won't work and we have the evidence to prove that it does not work. We get more support from seminars and workshops that are given by our union, than from the District. We usually just go to the District meetings to see what events they have.’

As stated by participant 2, the school's management team (Heads of Departments) goes to the cluster meetings and then they assist their teachers in making sure they are doing what they are supposed to be doing. The principal replied to the question by stating that there are regular class visits. He speaks to the children to see how they are doing, that they follow CAPS which provides them with guidelines, and if they need assistance then they can approach him.

The principal from school D stated that there is no time for the principal to assist with curriculum development and planning. The participants said that they were sent on workshops and seminars, which helps them to be able to plan their own curriculum.

The participants were then asked how the principal ensured that they are supported in the classroom. Most of the participants replied to the question by saying that the principal supports them by providing the equipment that they need in order to teach properly. The participants also replied that they relied a lot on their Heads of Departments for support with classroom matters. Some of the responses:

‘I think the principal would rely on his line managers, so he doesn't do it personally. He relies on Heads of Departments, Subject Heads, and Grade Heads to give him information. But one on one, I don't think it is as affective as it could be, because there is a bit of a blockage relying on other people to carry that information through. Currently there are teachers who feel, as individuals, they are not being supported enough. The principal could perhaps step in and find out if there is a teacher wellness programme being run at the school. I think such a portfolio is quite important and should be added to the school management programme.’ (School A, Participant 4)

'Via the HOD's that rapport back to him. So, they do class visits and book control. He also just walks around and observes for himself. You can very easily take note of what the atmosphere is.' (School C, Participant 2)

'I get a lot of support from my department head, she has a lot of experience. Then we also get support from other schools. The top management of the school isn't really involved in your subject. The Department of Education does not provide so much support.' (School D, Participant 3)

The principals rely a great deal on their Heads of Departments to give them feedback about what is happening in the classrooms. The principal does not have time to do everything and that is why those levels of leadership is so important. The principals were asked how they ensured that quality teaching and learning was happening in the classroom and their responses linked up with what the teachers had said:

'First of all, appointing the correct people. If you appoint the correct people, then you don't have to worry about that quality teaching taking place. So, a strenuous and intense interview process to make sure that you appoint the correct people. You also have your Deputies who do class visits to make sure the staff are doing fine, without making them feel that you are looking over their shoulders. But a Deputy can pick up when something is wrong. I can just walk into a class and see if goof teaching is taking place. Unexpected class visits to see how the teachers are teaching and how they are interacting with the children, then you know whether it's a good teacher or not, or that this one is having a difficulty. But again, I think it's just by making sure you appoint the right people.' (School A Principal)

'I think we rely a lot on the parents. If they are not happy with what is happening in the classroom, then they will email the head of academics and we will deal with it. We are also looking at doing regular class visits. We also get a lot of pupil feedback. Our pupil have a voice and they use it. The HOD's also play an important role, they tell us what is happening in their classrooms.' (School B Principal)

'We provide them with the equipment they need for teaching. I also listen to my teachers and make sure that they are not overworked.' (School C Principal)

‘The HOD is responsible for their department. So, if there is a problem then I call the HOD in to ask what’s going on.’ (School D Principal)

The participants were asked whether they had experienced any problems in the classroom and how the principal had supported them in dealing with it. Most of the participants said that whenever they had a problem, the principal had always been willing to help. The principals were then asked how they supported teachers who are struggling in the classroom and all of them responded with similar answers. They stated that asking senior teachers to mentor the newer teachers provides that teacher with the support they need in order to grow and develop themselves.

The researcher concluded this part of the questioning by asking the participants how the principal supports them in dealing with difficult parents. The participants from school A had different answers to this question. Some feels that they are supported, and others feel that the principal only cares about what the parents think. The responses were as follow:

‘I don't know. I don't feel empowered at all. I feel that parents are allowed to treat teachers however they want and there is no support for the teachers. The principal takes the side of the parents, no matter if you are in the wrong or not. This makes you feel expendable.’ (Participant 1)

‘I think the principal has made himself available for us to talk to. At the same time, I think there are times when the parents are supported to such an extent that the teachers feel as if they are not being supported at all. If there is any complaint it is usually where parents complain, the deputy of the IP listens and thereafter she would call you in without even saying who said what or not. Without really wanting to know what had transpired, or is that really what had happened or if it's just the child and the parent's version. I don't always feel supported by the management team when it comes to parents.’ (Participant 2)

‘Our Educational Psychologist is excellent in helping and she provides the teachers with good techniques and tools. We also do get a fair amount of support from our principal.’ (Participant 3)

‘I think we have had staff development sessions. Apart from that, I think our principal would not leave us to handle something hard on our own. Either there

would be a senior staff member, a peer, or the principal. We have had something like this last year, where a colleague of mine was asked to sit in for support. We also have an amazing ACE department, which supports staff and we have panel meetings. I think it is the intention of the principal to support us when it comes to parents.' (Participant 4)

Participants from school B felt that they are well empowered by their management team to deal with difficult parents and that they never go into a meeting alone. They always have support from either a co-worker or someone from management. Participant 1 had an interesting response to the question:

'We have staff developments where they address how to work and approach difficult parents. Also, before you have a meeting with a parent, you speak to the Head of your department or the Head of academics. They always give you the right tools to talk to the parents. We also have a 'buddy system' where you go to a meeting with a colleague, so that you are not alone. It is a united front to make sure that the teacher doesn't get bullied, because some parents do like doing that. I think our biggest problem with parents are that they can be very rude in emails and come across very angry, but when you have them in front of you they are like little puppy dogs, so management encourages us not to email back and forth, and to CC them into the conversation so that they know what is going on.'

School C stated that their principal always supports the teachers when it comes to difficult parents. He is very involved in assisting teachers when dealing with parents who can be difficult. Participant 4 responded as follows:

'Well we have a school policy in place to protect the teachers. We make sure that there is always more than one person in a meeting with a parent and also someone from management. Usually the principal and the HOD's. So, difficult parents are handled by the management team.'

School D also responded that teachers are not left to deal with difficult parents on their own, especially the newer teachers. Participant 2 said:

'It has to do with the hierarchy of the school. We don't want new teachers to be exposed to difficult parents, so we either do a pairing where a senior colleague

is involved, or you can withdraw yourself from the situation and let the senior person deal with the parents. We don't allow difficult parents to go wild on the teachers. The teachers also receive development sessions to help them when dealing with parents. Just a TIP: Never speak to people over the phone or over emails, they can become rude or aggressive. Tell them to come and see you, when you look them in the eye then it goes very smoothly, and no one wants to fight anymore.'

The principals from each school stated that it is important to support their teachers and to make sure that good relationships are maintained between the staff member and the parent. According to the study, the principal is not involved in curriculum development and it is not essential for them to be. The principal is more responsible for supporting the teachers by providing the equipment needed in the classroom, assisting with discipline problems and difficult parents, and creating an environment conducive to teaching and learning.

4.3.4.4. The vision and mission statement of schools

The participants were asked if they knew what the vision and mission statement is of the school and if they know how it was formulated. The participants from school A stated that they did not really know what the vision and mission statement was and that the teachers were not involved in the formulation. Participant 4 knew more about how the statement had been formulated and responded as follows:

'Originally, we were managed by a different company than now. When they started the school, they had the different role players involved. They had the general managers, the head masters and then they also included a couple of senior staff members. They sat down and had meeting after meeting. They tried to determine the essence of the school and they came up with the fact that we want our pupils to become independent, global leaders. So initially, that vision was brought in by the community, the parents, the staff and the managers. However, our corporate company has changed. Our school was bought over by another company. I don't think that the original vision and mission is still being taken into consideration.'

Participant 2 also noted that each principal brings their own '*views and interpretations of what the vision and mission should be to the school*'. The participants from school B also responded that they were not sure what the vision and mission of the school is. Participant 3 responded as follows:

The vision and mission were formulated when the school was established. There was workshop after workshop and all stakeholders were involved. But when the new company took over, they promised that the ethos wouldn't change, but it did change. So, I think that currently the lines are a bit blurred about what our vision and mission is. It is an important part of school and should be reinforced.'

Participant 1 from school C explained where their vision and mission statement came from:

'Well, many years ago, we had a weekend where all the teachers were involved and re-wrote it and everyone could give their input. It really was a team effort and I think we have a very good basis. The vision and mission are really the heart of our school and we made sure that the wording reflected that.'

Participants from school D were unsure where the vision and mission had come from and said that they thought it was formulated when the school was established and that the School Governing Body was involved in the formulation. The principals from each school agreed that the vision and mission statement was formulated when the schools were established and that it is important to reinforce that vision and mission at the start of each academic year.

The vision and mission statement is important and, according to the study, does influence the performance of the school. It determines the core values of the school and is a reflection what of the school is doing and where the school wants to go.

4.3.4.5. Strategic planning of schools

The participants were asked when the school does its planning, who is involved in the planning and also what they plan for. Participant 2 from school A had the following to say:

‘The executives are largely involved. There is a top-down approach and the planning is done the year before for the following year. Fundamentally, the teachers aren’t really involved in the school planning. They plan for timetable changes, academic and sport things. Teachers are involved to an extent, but ultimately decisions are made by management.’

The principal from school A commented that *‘the top management is involved in the planning, but we do get feedback from the teachers*. School B does their strategic planning in a similar way. Participant 1 responded with the following answer:

‘The management team structures the planning for the year. Then at the end of the year, all staff have a meeting and discuss the planning for the year to come and get to weigh in and add their input into the planning. The senior management team then goes after this process and finalises everything.’

School C responded that the School Governing Body does strategic planning for the school for the next four years and each year the plan is revised. Yearly planning is also done the year before, which then also leads to term planning. Participant 1 said:

‘All the staff members are involved in this process. Everyone gives their input and at the end of the day the principal would approve it.’

School D responded that their strategic planning is done yearly and also throughout the year. They said that they planned for all the events that happen in the year and said that the School Governing Body and the principal were mostly involved in this planning.

Strategic planning is important in the performance of a school. Each school has their own way of doing their planning. It is important to involve all stakeholders in major decisions.

4.3.4.6. Administrative duties expected from the teachers

The teachers were asked what administrative duties are expected from them and what support they receive from management. The principals were asked the same question. Some teachers feel overwhelmed with the amount of administrative duties that they

have and some commented that all these administrative duties take the focus away from teaching.

The principals from all the schools responded that the administrative tasks are endless and the principal from school D even commented '*It's too many to name everything*'. The principals from school A and B (private schools) both commented that there is no administrative assistance to the teachers and that '*they have to do their jobs themselves*.' The principals from school C and D (public schools) both had a different response to the question:

'Yes, a lot. Our admin staff does a lot of the typing and putting in marks, they help with photocopying. The teachers can send the photocopies to the office from their laptops, everything that we can help with we will try to do.' (Principal school A)

'Yes, there is. Our admin staff help a lot. Each teacher has a laptop, which makes it easier.' (Principal school B)

Some of the participants responses about what administrative tasks are expected from them:

'Everything. Manage classes, attendance, planning for subjects, marking, extra things like staff fun days, manage sport, camps, outings, learner files, catch kids up if they missed work, there are a lot of expectations from teachers.' (Participant 1, School A)

'A bit too much. I think the school can be quite autocratic in terms of admin duties. There are times where teachers, who have to teach and worry about their subject load, which increases every year, are given extra admin duties like doing attendance, which at other schools are done by other personnel. It's a bit too much.' (Participant 2, School A)

'I think there is quite a lot that needs to happen on an ongoing basis. Like administration files, and I feel that a lot of the admin is archaic because in this day and age we should not be making files. I feel that our files should be kept on computers, because who actually checks files. It can be so easily updated on the computer. So, I feel that our admin becomes tedious because it is an archaic system.' (Participant 4, School A)

'We have a lot of administration duties. You are expected to do all the normal admin duties that any school would do, like marking books and assessments, meeting with parents etc. Then you are expected to do a lot of unnecessary admin like Microsoft schools, global competencies etc. And I think that those extra things that aren't really needed are what put negativity and stress on teachers. So, I think that there is a lot of unnecessary admin that we don't need, and the focus should rather be on academics.' (Participant 1, School B)

'Marking, marks, writing of comments, getting to know all the different systems that they put in place. In my situation, I have a lot of classes which I only see once in a cycle (Once every nine days) so I don't really get to know the kids and then I have to write a comment on the child. You can look at the marks, but it's not really a true reflection on the child. So, the admin is a huge problem, because there is no time in the day to do your admin, so it has to be done from home. I feel that this is a problem, because there are staff who do not have WIFI and computers at home, but they are expected to do their admin at home if they did not finish it at school. It's impossible to fit everything in at school, because you have extra-mural activities and so on. It is not fair, because our office hours are basically never-ending.' (Participant 3, School B)

'Collecting money from the children for fundraisers or outings, keeping a record of interviews held with parents, supporting learners who struggle in the classroom, normal classroom admin.' (Participant 1, School C)

'Finances that need to be taken in, handing out and retrieval of textbooks, marking, assessments, planning, observations of children, support forms and improvement plans to help children who are struggling, doing the registers etc.'(Participant 2, School C)

'We have lots of admin that is required by the Government. And then there is normal classroom admin.' (Participant 1, School D)

'We have so much admin to do and most of it comes from the DOE.' (Participant 2, School D)

The administrative tasks of teachers go on and on. They were then asked what support they get from management with their administrative duties and gave the following responses:

'I don't think he does. I don't think he actually understands or knows all of our duties. We have a lot of computer issues and then we can't even do all of these duties, which all takes place after hours because admin can't really take place during the school day as we are teaching. Our work loads are increasing yearly and our admin is also becoming more and more. Our work hours are from 7:00-15:00, but most of us work after hours to finish the work that they expect from us, but we don't get paid for that.' (Participant 1, School A)

'I don't think that principals provide support for admin duties. I know quite a lot of principals and they have so many admin themselves, that they can't really understand why we are complaining about our admin. But they are adding all this unnecessary admin on us.' (Participant 1, School B)

'Well the school management team tries to take some of the pressure off the teachers by doing the annual teaching plans or helping with lesson plans. Also, we were given laptops and we can now print from the laptop directly to the printer and this helps a lot. Admin staff also helps a lot by typing marks in for us or typing test for us.' (Participant 4, School C)

'Well there are the admin staff and they help us. And for example, the merits and demerits are put into the system by someone who has this duty as an extra-mural activity. And everything is done on the computer, on CRM, so you just click on the child's face and then it goes. Everything is simplified for us.' (Participant 1, School D)

Some of the schools try and assist with administration where possible, but from the responses it seems that there are some unnecessary administrative tasks expected from teachers which could be removed to lighten the load.

4.3.4.7. School finances

School finances are very important in the success of a school. The principals were asked how they were involved in the budget and how they raised funds for their school.

The participants were asked if they thought the school finances were being managed well.

The answers differed quite a lot from how the school finances are being managed of a private school compared to a public school. All the schools agreed that they have strict policies in place to protect expenditure of funds. The principals from school A and B (private schools) said that, because it is a corporate school, the school receives a yearly budget and then they manage that budget. These principals' responses are as follows:

So, we are given a school budget from the company as such. And then the budgets are allocated to us, and then there's a lump sum that has to be divided into all spheres, academic, FP, IP, sport, etc. So, we are taking responsibility for that, which is quite a daunting task. The company does give you some training on how to manage the finances side of the school effectively.'
(Principal, School A)

'Well I get a yearly budget. I sit with the budget every week and look at the sport, culture, music, hostel, academic-If it is within budget.' (Principal, School B)

The participants from school A and B felt that they did not know where the funds were going, because the money was managed by the company. Some of the responses that were given:

'I feel like they could put a lot more money into the school. We always get told that there is no budget. The parents pay a lot of money: School fees are ridiculously high, and we don't see any benefit of that money as teachers and we have no idea where that money goes.' (Participant 1, School A)

'Well I don't know the ins and outs of it, but by constantly being told that there is not budget for this or that, however, we know what the parents are paying, I find that hard to believe. I understand that it is a business and one has to function as a business and one has to make good profits, but at the end of the day we are still a school and there is a certain service we have to provide to our clients. When you get told that there is not budget for anything and we are a

private school, it makes me question the whole financial position.' (Participant 3, School A)

Some of the responses that were given by the participants from school B:

'I feel that there are areas where they can improve. Like with the IT support. One must bear in mind that there are budgets and one shouldn't be unrealistic in your expectations. But generally, our finances are not being mismanaged and they are handled cautiously. However, it can lead to frustration because of the delays between when one requests something and when you actually get it. I think that this can sometimes make it impractical, because it is done by the corporate who doesn't always understand how a school works.' (Participant 2, School B)

'No. I don't know how the finances are being managed, but there is never money for anything that you want to do. It's very constraining, because you can never do what you want to do with the kids. It's like having a dream, but knowing it will never happen.' (Participant 3, School B)

Schools C and D, which are both public schools said that their school funds are being managed by the School Governing Body. This enables the teachers and parents to see where the funds go, because it goes back into the school.

'Yes it is, we have a very good SGB and there are strict financial policies in place.' (Participant 1, School C)

'I think it is being managed very well. There are very good people in the finances department that make sure the policies are followed and they keep very good records.' (Participant 4, School C)

'I don't really know what the resources are, but if you look at everything we have, then yes. We have an Astro for the hockey, we have the best netball equipment, we have a swimming pool etc. So, for what the community needs, I think it is being managed perfectly.' (Participant 1, School D)

'Yes, we have very qualified people dealing with the school finances, so I think the finances of the school are in a good place.' (Participant 2, School D)

The financial part of a school is very important and plays a big role in the performance of a school. The reason for this is that the school has to pay the teachers' salaries and buy resources for the classroom that are essential for teaching. Without the proper funds, the school cannot function properly. The South African economy is taking strain, and this causes schools to have to work under budget constraints. Educators are well aware of this and they still have to use the resources they have to maximise their pupils' results. This is why the school and the community have to work together to keep schools sustainable and to ensure education does not take a strain in South Africa (Blank, Jacobson, Melaville & Pearson, 2010).

4.4. DATA INTERPRETATION

4.4.1. The role of a school principal

The role of the principal becomes more multifaceted every day. Schools are complex organisations that have to deal with the demands and expectations of the changing internal and external environments (Crow, Hausman & Scribner, 2002). The researcher asked each of the principals to define what their role as a principal in their schools are. Each principal gave comprehensive answers to the question. According to the study, the principal's role is the following:

- to make sure that education takes place in the school, to make sure that the academic programme is running smoothly and to work with the Head of Departments to make that happen;
- to be the link between the company/Department of Education, the parents and the teachers;
- to make sure that the teachers are empowered to do their jobs;
- to manage the finances of the school;
- to manage the day to day running of the school. That includes dealing with anything that lands on the principal's desk from boarding, facilities, security, resignations etc;
- to delegate certain tasks to the Deputy Principals and the Heads of Departments;
- to deal with discipline issues that may arise;

- to offer support to the teachers and other staff members;
- to manage all decisions that are made in the school; and
- to be the manager of the school.

The principal has a dual role, involving not only education but also the community side of things. Schools are small organisations, but their leadership challenges are far from small or simple (Portin, Schneider, DeArmond & Gunlach, 2003).

4.4.2. The difference between schools that are performing well and schools that are performing poorly in the Gauteng area

The researcher asked the principals from each school a few questions. The researcher started by asking what the qualities are of an effective, school and what strategies the principals are putting in place to make their schools effective. The following interpretations are based on the principals' answers:

- It is important to have good relationships with all role players in the school: the teachers, learners and the parents. The whole community needs to work together to make the school successful. If the parents have an input from their side, the teachers have an input from their side, and management have an input from their side, then the school will be effective. There should not be an us and them climate between the parents and the teachers. Everyone needs to work together.
- Having a good academic staff, a good management team and having good resources will make a school effective. Make sure you appoint teachers who are able to do the job properly.
- Delegate tasks and spread the load. Trust the people you have appointed and allow them to take control in their area.
- Ensuring that there is discipline and commitment from the teachers, parents and the learners.
- Communication is very important in making a school effective. The senior management team needs to have weekly meetings and the information needs to be conveyed to the teachers. There have to be class visits and the

management team has to be visible in the school. Parents should also be updated concerning school matters often.

The principals were then asked to explain which factors determines whether or not a school is performing well, in which areas their schools were performing well and in which areas they could improve. The researcher made the following interpretations about what factors determine whether or not a school is performing well:

- The first is the academic results of a school. The matric pass rate and the schools' bachelor acceptance rate determine if the school is performing well.
- Sport results and cultural results of the school also determine how the school is performing when compared to the other schools in the area.
- Concerning the overall functionality of the school, If the school has happy parents and happy children, then the school will produce good results.
- The staff members who work for the school need to be qualified and committed to the success of the school.
- The management team in the school is very important in the performance of the school. If there is not a good management team, then the rest of the areas won't perform.

Lastly the principals were asked if they consult the teachers when making decisions, because in the previous answers, the principals said that relationships and trust are very important in the school setting. The principals all responded yes to this question. The school has different levels of management and said its better to work from the bottom up. The middle management will convey messages and information to the senior management team and vice versa. Some decisions have to be made by management only, but in matters concerning the whole school, teachers need to be included in the decisions and parents need to be informed of what is happening in the school.

4.4.3. The influence of the principal's leadership style on school performance in Gauteng schools

Each of the principals was asked what they thought the relationship was between their leadership style and how the school was performing. They were also asked which leadership style they thought leads to good performance in schools and what their leadership challenges are.

The principal from school A has noted that when you treat your staff with respect, you trust them and give them the freedom to teach how they see fit, then the performance of the school is good. This principal also responded that challenging your staff members helps them grow. He stated:

'One of the principals I have worked for always challenged us and put us out of our comfort zones, and this helps you grow. Leading by example is also very important and this is what makes a school successful, mentoring your line managers. So, you pass on responsibility and stretch people to do their part (challenging them) and in this way helping them to become better leaders.'

The principal from school B said that he thinks there is an alignment between his leadership style and how the school is performing, but that his leadership style varies from situation to situation. He stated that a principal has to be able to collaborate with the staff members and should also serve his community. The principal from school C had a similar answer to the question and said the following:

'Collaborative leadership. I feel that every staff member has a different and unique role to play. It's important to know them and focus on their strong points.'

The principal from School D said that the leadership style should depend on the community's needs. If the school leadership adopts the incorrect leadership style, then the school will not perform well. He responded as follows:

'It depends a lot on the type of community you are in. Our community is collaborative and involved, and thus the school needs to adopt a collaborative management approach. Each school needs to assess the community before adopting their management style.'

The principals were also asked what their biggest challenges are. The researcher can interpret the following from their responses:

- The private schools said that working for a corporate company can be a challenge, because there is the element of not only making the school successful, but also making the company successful.
- All of the principals responded that parents can be a challenge. This is because some parents do not discipline their children and expect the school to do it. Also, some parents have unrealistic expectations.
- Finances can sometimes be a challenge, especially if you have parents who struggle to pay school fees. This relates to the economy of South Africa.
- There is a challenge of staff members who do not take initiative and who do not work together with the team to make the school a success.
- It is not easy working together with the Department of Education and the masses of paperwork that is expected from teachers and principals.

According to the study, the principal is very important in the performance of the school and the school reflects on its principal. When the school's leadership is strong, then everything else will fall into place. The principal has many challenges and these challenges seem to be getting more and more complicated in South Africa. The performance of the school depends on the overall functionality of the school and when the leadership of a school focuses on each person's strong points and challenges the staff members to grow, then it will be successful. The performance of the school is also dependent on the relationship between the school and the community.

4.4.4. The leadership style of principals that can be linked to effective performance in schools

According to this study, the leadership style which could most closely be linked to effective performance in schools in the Gauteng area is collaborative leadership. The principal is essential in the performance of the school, but the role of the principal is changing, and the school cannot be overly dependent on the principal. An effective principal shares the vision of the school with the staff members and the community, communicates effectively, creates an environment conducive to quality teaching and

learning, mentors' others to also become effective leaders, poses questions and facilitates dialogue to create growth in others (Lambert, 2002).

The principals said that being a collaborative leader means that you not only lead, but that you are open to new ideas. Being a collaborative leader means that the principal should be visible, as stated by the principal from school C: *'I am always the first one at events and the last one to leave.'* The teachers and the children need to be respected and trusted. The staff need to be involved in making decisions in the school. The principal from school A states that his school is successful because his leadership style is collaborative and not dictatorial:

'I think because I am not dictating the teachers and telling them what to do, this is the way to do it. There is the freedom of how you want to teach as long as you get good results. Allowing people to teach how they see fit, makes them feel more relaxed. That relaxed atmosphere allows people to get good results, because they don't feel pressurised by it. You have to treat people like professionals and tell them that academic results are non-negotiable, but how you get there is up to you. Then you get the best out of people.'

The principal from school B said the following:

'Support your academic department fully, in terms of what they need. Letting the Deputy of Academics run their department without interfering with them. Trust your staff members. We have a senior management meeting every week and we also have an executive meeting every week. So that we touch base on what needs to be done academically. So, I trust all my staff fully and I think that is very important.'

The principal from school C said:

'I ensure that the teachers are equipped in the classroom with the materials that they need to teach, and I also send them on workshops to improve their skills. I also believe in positive bombardment, I give the teachers feedback about how well we perform and always thank them for their hard work. Verbal acknowledgement is very important.'

Lastly, the principal from school D said:

‘Everyone has an input and each person is responsible for the area they are in.’

These principals all believe that following a collaborative leadership style leads to not only to academic excellence, but also to the overall success of the school. Wilhelm (2013) said: *‘In a shared leadership school, the principal maintains a delicate balance—giving teachers responsibility without abdicating all authority.’* The teachers have to now become stakeholders and buy into the school’s success. This does not fall on the principal alone and each member of the staff must take control in their area, as stated by the principal from school D. This type of leadership can cause some teachers to stress more, because the principals have high expectations. This study confirmed that there are massive demands on the school principal. In order to meet the needs of the community, the principal is sharing the responsibilities, while understanding the implications of introducing change (Waters, Cameron, Melder, Eck, Kearns, Seebaum, et al., 2009).

4.5. CONCLUSION

This chapter started by explaining the research process that was followed and what methods were used to collect data. The challenges and positive aspects that were experienced during the data collection process were described. The demographic data and the interviews that were conducted with the participants were analysed. These interviews were analysed by creating codes which were used as headings in this chapter. The codes that were identified was how the climate relates to school performance, the qualities of an effective school, relationships between the community, teachers and the principal, levels of leadership in a school, the training of principals, supporting teachers in the classroom, the vision and mission of a school, strategic planning, the administration duties of teachers and principals, and the finances of a school. The participants’ language was used as far as possible to increase the trustworthiness of this study.

After the analysis of data, the researcher interpreted the data to answer the research questions posed in Chapter 1. This study concludes that the leadership style of the principal does have an influence on the performance of the school. The principal is the

glue that holds the school together and that determines the direction of the school. The study found that the principal is a key aspect in the performance of the school, but also that the whole school and the community need to work together in order to create a school where teaching and learning are effective.

Chapter 5 will summarise the study and draw the conclusions pertaining to the study. The findings will be discussed, and recommendations will be made.

CHAPTER 5:

SUMMARY, FINDINGS, RECOMMENDATIONS AND CONCLUSION

5.1. INTRODUCTION

The previous chapter analysed, presented and discussed the research data. The purpose of this chapter is to present the summary, findings and recommendations of the study. The main aim of the study was to investigate the relationship between principal leadership and school performance. The objectives of the study are:

- to investigate the role and functions of the school principal;
- to identify the major differences between low performing schools and high performing schools in the Gauteng area;
- to determine if the leadership style of the principal has an effect on school performance in Gauteng schools; and
- to determine which leadership style can be linked to effective school performance in Gauteng schools.

5.2. SUMMARY OF THE STUDY

This study was driven by the desire to improve education in South Africa and to ensure that teachers are teaching under optimal leadership in order to promote the quality of education our children receive (cf.par.1.2). Chapter 1 provided an overview of the study. The chapter started by providing the reader with background information concerning the topic. It outlined the struggles of South Africa's education system. South African school principals have a difficult job, because they have to make sure that all children in their school receive the same opportunities to learn (cf.par.1.1). This background information into South Africa's education system and previous studies that have been done on various topics surrounding this, led to the statement of the problem: *What is the relationship between leadership and school performance in four schools in the Gauteng area?*

This research question was divided into four objectives (cf.par.1.3):

- What is the role of the principal in a school?
- What is the major difference between schools that are performing well and schools that are performing poorly?
- Does the leadership style of the principal influence school performance in schools?
- What leadership style of principals can be directly linked to effective school performance in schools?

Chapter 2 provided the reader with a literature study dealing with educational leadership and school performance. The chapter defined the concept of leadership (cf.par.2.2) and explained what it means to be an educational leader in the school context (cf.par.2.4). Today's principal is responsible for the performance of the school in all areas, not only academic performance. The chapter concluded that school principals need to empower teachers to help them achieve the best possible outcomes (cf.par.2.12).

Chapter 3 gave an overview of the research methodology and design that was used in this study. The researcher explained why a qualitative case study is used to collect, process and evaluate the data. The researcher explained that semi-structured, in-depth interviews were chosen and that open-ended questions were asked to gather data for this study (cf.par.3.4). The chapter explained that a qualitative approach is used to collect data, because of its flexibility and adaptiveness (cf.par.3.5). It also outlined the data analysis process (cf.par.3.8.1) and how the data would be presented (cf.par.3.8.2). The chapter sketched the strategies that was used to ensure the trustworthiness of the research (cf.par.3.9) and motivated the principles that the researcher adhered to in order to be ethical (cf.par.3.10).

Chapter 4 presented, analysed and discussed the research data. The researcher started by discussing the method that was used to collect the data (cf.par.4.2.2). The chapter outlined the challenges experienced during the research process (cf.par.4.2.3), as well as the positive aspects experienced (cf.par.4.2.4). The researcher analysed the data by grouping the different codes which were identified into headings (cf.par.4.3). The chapter ended with an interpretation of the data by looking at the aims of the study (cf.par.4.4).

Chapter 5 provides a summary of the study. This chapter will also discuss the findings of the study by going back to each of the sub-aims outlined in Chapter 3. The chapter will then be concluded by making recommendations.

5.3. FINDINGS FROM THE STUDY

5.3.1. Introduction

The findings from the study will be discussed below and these are based on the data that was analysed and interpreted. The findings of the study will be discussed based on the four sub-aims as discussed above.

5.3.2. Findings with regard to research objective one: The role and functions of the school principal

As stated in Chapter 4, the role of the principal has become more complex. This study revealed that there is no '*manual*' which provides the principal with a list of things that need to be done in the school context. The principal is accountable for the performance of the school and strong leadership will lead to good performance in schools.

The study found that principals in high performing schools ensure that they have qualified teachers who are able to do the job. The principals invest in their teachers by providing them with valuable workshops and seminars to better themselves. Schools where the performance of the school is high, have principals who know that they cannot do everything themselves. The study found that good leaders empower their teachers and delegate tasks in order to make the school function properly (cf.par.4.4.1). High performing schools also have different levels of leadership with clear job descriptions. This will ensure that the principal has a support system in place to make sure that the school is managed well (cf.par.4.3.4.3).

The study also found that the principal has to ensure that there is a good relationship between the parents and the school, and also the community and the school. The school has to work together with the community to ensure that the school performs well. The school should involve the parents in decision-making about major changes within the school and ensure that the school becomes involved in community projects (cf.par.4.3.4.2).

The community involvement plays a big role in the financial support that the school receives from the community. The principal has to manage the finances of the school and, if it is not managed well, then the school will not function well. The study found that schools only receive a small amount of money from the Department of Education. The rest of the funds which are needed to run the school, come from school fees and sponsorships (cf.par.4.3.4.7).

The principal is essentially a manager and has to deal with anything that lands on his/her desk on a daily basis in order to make sure that the school is functioning properly (cf.par.4.4.1). The principal's role in the school setting is to manage all functions within the school to promote quality teaching and learning within a safe community.

In conclusion, the role of the principal is dual and complex. The principal deals with anything that lands on his/her desk which includes supporting and empowering teachers, working with the different levels of management to ensure the functionality of the school, ensuring good relationships between the school and the community, overseeing school finances, and overseeing the daily functions within the school.

5.3.3. Findings with regard to research objective two: The difference between low performing schools and high performing schools in the Gauteng area

High performing schools create a climate of inclusiveness which involves all stakeholders in their learners' education. The community and the school have to work together to ensure functionality of the school. The parents, teachers and management should work together, and everyone should have an input. There should not be an us and them climate, it should be a team effort (cf.par.4.6.2).

High performing schools employ teachers who are qualified and who are able to do the job. Appointing highly qualified teachers means that the management team should first of all be strong and they should be able to identify the right teachers. When the school has a strong management team and qualified teachers, then tasks can be delegated in order to spread the load (cf.par.4.6.2). High performing schools also have the proper equipment needed in the classrooms in order to promote teaching (cf.par.4.3.4.3).

High performing schools have good communication. Relationships are very important in making a school effective. The management and the teachers should have good relationships. The parents and the teachers should have good relationships (cf.par.4.3.4.2). The management team should have weekly meetings with their staff to convey important information to them. There should be class visits and the management should be visible in the school to support teachers who need it. Parents should also be updated on school matters on a weekly basis. Communication is essential to make schools effective (cf.par.4.6.2). The vision and mission statement of the school should also be communicated to the teachers. This is important because the vision and mission of the school determines the core values of the school and it is a reflection of the goals that the school wants to reach (cf.par.4.3.4.4).

Schools which have happy children, happy parents and happy teachers will have a school climate that is more conducive to learning. The management team need to be strong, the teachers should be qualified and committed to the success of the school, and the parents should be involved in the school. High performance means that the school produces good academic results, good sports results and also good cultural results (cf.par.4.6.2).

In conclusion, schools that perform well have an inclusive climate, have a strong management team, qualified teachers, good communication channels, and good relationships with the community and the parents.

5.3.4. Findings with regard to research objective three: The effect of the principal's leadership style on the performance of schools

The study found that the leadership style of the principal does have an effect on the performance of the school. The school where the principal mentors and challenges his/her teachers will grow, because then the teachers will become better leaders. It is also important to lead by example. The principal should respect and trust the educators who have been appointed to the school and should help them develop as teachers. The principal should collaborate with the staff members and focus on their strong points. The community in which the school is situated, also plays a big role in the type of leadership that the principal should adopt. If the school implements the incorrect leadership style according to the community's needs, then the school will not succeed (cf.par.4.6.3).

The study found that there are many leadership challenges posed to principals. These challenges are different for private and public schools. Private schools which are run by corporate companies have to run the school as a business, but at the same time ensure quality teaching and learning takes place. Public schools have the never-ending Departmental documents and administration that needs to be done. All schools have the problem of dealing with difficult parents who can sometimes have unrealistic expectations about the school. School finances in South Africa's economy can also be a challenge. People cannot afford school fees and quality teaching requires having resources, facilities, good teachers etc. The principal has the role of managing all these aspects and ensuring that the learners benefit in the end (cf.par.4.6.3).

Therefore, the leadership style of the principal is very important. Collaborative leadership ensures that the principal does not do all these things alone, but shares the responsibility. The next section confirms this.

In conclusion, the principal's leadership style has an effect the performance of the school.

5.3.5. Findings with regard to research objective four: The leadership style that can be linked to effective school performance

According to the study, the leadership style that can be linked to effective school performance is collaborative leadership. All of the principals and some of the teachers who were involved in the study spoke about collaboration and its importance in the functionality of a school. Being a collaborative leader means that the principal shares his/her vision with the staff members and the community to get them invested in the school's future. Collaborative leaders create an environment conducive to quality teaching and learning. They are open to new ideas and mentor's the staff members to grow within the business and as individuals (cf.par.4.6.4).

Collaborative leadership is known as leadership where the organisation cannot be seen as being led by a single person, but rather as a team effort in making the business succeed. This type of leadership occurs when all the team members work together in order to maximise the potential of the team. When all the members work together and empower each other, then the individuals will also grow and develop (cf.par.1.5.4).

Being a collaborative leader means to maintain a fine balance. The collaborative principal gives teachers responsibility and trust without abdicating all authority. This study found that collaborative leadership does not only lead to academic excellence, but also to the overall success of the school (cf.par.4.6.4).

In conclusion, the leadership that can be linked to good performance in schools is collaborative leadership.

5.4. RECOMMENDATIONS FROM THE STUDY

5.4.1. Introduction

The main goal of this research study was to find out whether the leadership style of the principal has an influence on the schools' performance in Gauteng. Furthermore, the study's objectives were to establish the role of the principal, the difference between schools that perform well and schools that perform poorly, the effect that the leadership style of the principal has on the schools' performance, and what leadership style is linked to good performance in schools.

Data was gathered by conducting in-depth interviews with principals and teachers and the findings from the data were recorded. In view of these findings, recommendations can now be made. The recommendations set out below suggest that the researcher has achieved the main objective: 'To determine if there is a relationship between the leadership of the principal and school performance in Gauteng schools.'

5.4.2. Recommendation with regard to research objective one: The role and functions of the school principal

The research objective one was to identify the role and functions of the school principal (cf.paf.1.3). The study revealed that the role of the principal is diverse and complex. The principal has to deal with anything that lands on their desk on a daily basis (cf.par.4.6.1).

The principals who were interviewed said that the role of principals is to oversee everything that lands on their desk. This includes dealing with discipline problems, parents, administration, supporting teachers, school finances etc. The role of the principal is essentially to manage the school and to ensure proper functionality (cf.par.4.4.1).

Being able to manage a school and ensuring the schools' success, the principal must be qualified to lead a school. The study revealed that the teachers thought their principals were qualified to lead. They described that they thought being qualified means having years of experience and not necessarily having the proper Degree to manage a school. In light of this finding, the researcher asked the principals if they

had received induction management training when they were appointed as principals. The study revealed that the Department of Education provides some training to their principals, but private schools do not provide their principals with training (cf.par.4.3.4.3b). My recommendation would be that principals who are appointed should have at least an Honours Degree in Education Management. With the proper qualification, they should also have at least five years of teaching experience and experience as a Head of Department in the school level (Primary or High school) where they are appointed as principal. When they are appointed, the school should provide them with induction management training and also provide guidelines concerning what is expected of them. I also recommend that the training is enforced with principals once a year and that their performance is evaluated.

The success of the school cannot rely solely on the principal. There should be different levels of management within the school (cf.par.4.3.4.3a). The private schools revealed that they do not have enough levels of leadership. They also said that because they are a corporate school, they feel that it is a top-down approach and that they are told by the company how to do things. The study revealed that the levels of management are important in making the teachers feel heard and adopting a bottom-up approach works the best in making a school successful. My recommendation is to have the following levels of management in the school setting:

- The Principal
- The Deputy Principal
- Head of Phase
- Head of Department (English, Mathematics, Languages)
- Grade Head

Each of these levels of management should have a clear job description and they should know what is expected of them. Each level should also be compensated for their time and efforts. These levels of management should meet on a regular basis and ensure that their visions are aligned according to the school's needs.

My recommendation is to ensure that principals are qualified and trained to lead the school before they are appointed. There should also be different levels of leadership. Each level should be provided with a job description and should be compensated. The school management team should be strong and should work together in order to support the principal in making the school perform well.

5.4.3. Recommendation with regard to research objective two: The difference between low performing schools and high performing schools in the Gauteng area

Research objective two was to determine the difference between low performing schools and high performing schools in the Gauteng area (cf.par.1.3). The study revealed that high performing schools have effective communication, committed and qualified teachers, good relationships and a principal who allows the staff to take control of the areas they are in (cf.par.4.6.2).

Making a school effective requires the community to work together. The principals who participated in the study were asked to name the qualities of an effective school. Effective communication and good relationships were the first things mentioned (cf.par.4.3.4.1b). When there is open and honest communication between the management of the school with the teachers, and the school with the community, then good relationships will be built. When there are good relationships, then the community and the school will work together to make the school a success.

In light of this finding, the teachers were asked to describe the climate in their school. Some of the teachers said that there are good relationships and a good climate within their schools, and others said that the climate is negative because there are too many expectations of the teachers (cf.par.4.3.4.1a). Having a negative school climate can influence the performance of the teachers and can then have an influence on the performance of the school. The teachers were asked why they feel this way and administrative duties came to the foreground. Teachers felt that there are too many administrative duties and that this takes the focus away from teaching. It was also revealed that they do not receive much support from management with this (cf.par.4.3.4.6).

My recommendation would be to support teachers with administrative duties to help them focus more on teaching. This can be done by doing the following:

- Not letting the teachers do the register.
- Not letting teachers do learner files.
- Not making hardcopy subject files, this can be done on the computer. It will save time and money.
- Not incorporating unnecessary administration. The participants from the private schools says that they are constantly bombarded with new ventures from the company for example Microsoft schools training, global competencies etc. This takes up a lot of time and causes unnecessary stress. If a new venture wishes to be introduced and run by the company or the Department, then they should provide the teachers with the tools (new textbooks, resources etc) and the time to cope with it.
- Report comments are causing stress for teachers. The study revealed that some classes are not seen often. The teacher does not really know all the learners and then they have to write a comment. Parent meetings are much more effective than having report comments. Provide the parents with a week where they can discuss any concerns with the teachers.
- Raising funds for the school should not be the responsibility of the teachers. That should be done by the marketing team or the administrative staff.
- The Department of Education has many forms that has to be filled in. These should be decreased and streamlined.

There are some administration tasks that cannot be avoided, for example marking books, planning lessons, supporting learners who struggle, setting up tests and exams, marking tests and exams, and having parent meetings. These tasks have to do with teaching. However, the other unnecessary administration tasks are taking the focus away from teaching and are causing a stressful school climate.

Schools that perform well and want to continue to do so, should support their teachers with administrative tasks (cf.par.4.3.4.6).

The second thing that came out of the study was that effective schools should have qualified teachers, a good management team and good resources. Some schools appoint teachers who are not fully qualified, and this can have an effect on the performance of the learners. Teachers should have a degree from an accredited university before being appointed as a teacher. The management team should also have the relevant experience before being appointed in a management position.

My recommendation is to ensure effective communication in all areas of the school. Involve all stakeholders in decisions concerning the whole school. The school should adopt a bottom-up approach when it comes to communication. Also, the management team and the teachers should be qualified professionals who are able to do the job. Lastly, the management team should support teachers with administrative tasks by removing unnecessary administration that does not pertain to teaching to ensure a healthy school climate.

5.4.4. Recommendation with regard to research objective three: The effect of the principals' leadership style on the performance of schools

Research objective three was to determine the effect of the principal's leadership style on the performance of the school (cf.par.1.3). The study revealed that the leadership style of the principal does have an effect on the performance of the school. The study found that the principal is very important, and a school reflects on its principal. If the school has a good principal, then the rest will fall into place (cf.par.4.6.3).

According to this study, the principal first has to first evaluate the community in which the school is situated before adopting a leadership style (cf.par.4.6.3). The school has to cater to the needs of the community and the management style is very important in making the school successful. My recommendation is to ensure that the principal's leadership style caters to the needs of the community and involves the community in school affairs.

The study also revealed that there are many challenges facing principals these days. My recommendation is to ensure there are different levels of management (as mentioned above) to support and assist the principal.

The leadership style of the principal is very important in making the school successful. My recommendation is to ensure that the principal's leadership style is catering to the needs of the community. There should also be different levels of leadership within the school to assist the principal in managing the school. The study revealed that collaborative leadership is linked to high performance in schools. The next section will elaborate on this leadership style.

5.4.5. Recommendation with regard to research objective four: The leadership style that can be linked to effective school performance

Research objective four was to determine what leadership style can be linked to effective school performance (cf.par.1.3). The study revealed that collaborative leadership is linked to high performance in schools. Collaborative leaders share the responsibility with the other stakeholders to promote the functionality of the school (cf.par.4.6.4).

As mentioned above, the principal has to adopt a leadership style which caters to the needs of the community. The study revealed that collaborative leadership can be linked to good school performance, because it involves all the stakeholders (community and teachers) in the success of the school (cf.par.4.6.4).

My recommendation is for school principals to follow a collaborative leadership style. Teachers should be given responsibility for the areas they are in without abdicating all authority, and the community should be involved in important decisions which influence the school.

5.5. LIMITATIONS TO THE STUDY

The study was limited to two private schools and two public schools in Gauteng. The study followed a qualitative case study method for gathering data. During the data collection phase, time was a significant limitation to the study.

Conducting in-depth interviews requires time. It was very difficult organising interviews with teachers and principals. Some of the interviews were rushed, because the participants only had a limited amount of time available in which to conduct an interview. Using a questionnaire could have been better, because then the participants could have answered in their own time and in more depth.

5.6. RECOMMENDATIONS FOR FUTURE RESEARCH

This study revealed that the leadership style of the principal is very important in the performance of the school. It also revealed that the principal's role is wide and that all stakeholders have to be invested in the school's success and work together. While conducting the study, the researcher realised that teachers are overworked and stressed because of too many administration duties that takes the focus away from teaching. In light of this realisation, further research could be done on discovering methods to support teachers in managing stress and discovering ways to streamline administration that has to be done by teachers.

5.7. CONCLUSION

The purpose of this study was to determine whether the leadership style of the principal has an influence on the performance of the school. The objectives of the study were to establish the role of the principal, to determine the difference between schools that perform well and schools that perform poorly, the effect that the leadership style of the principal has on the schools' performance, and what leadership style is linked to good performance in schools.

The following recommendations were made to enhance school performance:

- Principals who are appointed should have at least an Honours Degree in Education Management.
- Principals who are appointed should have at least five years of experience in the relevant school (primary or high school).
- Principals should receive induction management training and this training should be reinforced once a year.
- The principal's performance should be evaluated yearly.
- The school should adopt a bottom-up approach by having different levels of management in place to support the principal. Each of these levels of management should be compensated and regular management meetings should be held. The following levels of management are suggested:
 - The Principal;
 - The Deputy Principal;
 - Head of phase;
 - Head of Department (English, Mathematics, Languages); and
 - Grade Head.
- Teachers should be supported in their administrative duties by removing the unnecessary administration tasks which take the focus away from teaching.
- Schools should only appoint teachers with a relevant teaching degree from an accredited university.
- The management team should have relevant experience before being appointed.
- Principals should adopt a collaborative leadership style.

In conclusion, the study revealed that the leadership style of the principal influences the performance of the school. Adopting a collaborative leadership style will ensure that the school and the community work together to make the school succeed. The principal, the management team, the teachers and the community all need to be invested in providing quality education to their learners to better the future of South Africa.

BIBLIOGRAPHY

- Addi-Raccah, A. & Ainhoren, R. 2009. *School governance and teachers' attitudes to parents' involvement in schools*. School of Education, Tel-Aviv University.
- Ahmed, Z., Shields, F., White, R. & Wilbert, J. Managerial communication: The link between frontline leadership and organizational performance. *Journal of Organizational Culture, Communications and Conflict*, Vol 14, No. 1.
- Amanchukwa, R.N., Stanley, G.J. & Ololube, N.P. 2015. *A review of leadership theories, principles and styles and their relevance to education management*. Nigeria: Faculty of Education.
- Anderson, C. 2000. Presenting and evaluating qualitative research. *American Journal of Pharmaceutical Education*, 74(8) Article 141.
- Armstrong, M. 2001. *Human resource management theory and practice*. London: Bath Press Ltd.
- Barnette, A.M. 2003. *The impact of transformational leadership style of the school principal on school learning environment and selected teacher outcomes: a preliminary report*. Sydney, Australia: University of Western Sydney.
- Bass, B.M. 1990. *Transformational Leadership: Learning to Share the Vision*. Organisational Dynamics Elsevier Science Publishing Company Inc: State
- Bass, B.M. 1998. *Transformational leadership: Industrial, military, and educational impact*. Mahwah, NJ: Erlbaum.
- Bengtsson, M. 2016. *How to plan and perform a qualitative study using content analysis*. University of Sweden: Faculty of Health and Society.
- Bennis, W. & Nanus. 1985. *Leaders: The Strategies for Taking Charge*. New York: Harper and Row.
- Bezzina, C. & Vidoli, D. 2006. *Nurturing learning communities: a guide to school-based professional development*. Institute for the Protection and Security of the Citizen. Luxembourg: Office for official publications of the European Communities.
- Blake, R. R. & Mouton, J. S. 1964. *The managerial grid*. Houston: Gulf Publishing.

- Blank, M.J., Jacobson, R., Melaville, A., Pearson, S.S. 2010. *Financing community schools: Leveraging resources to support student success*. Washington: Institute for Educational Leadership.
- Bolden, R. 2004. *What is leadership?* United Kingdom: Centre for leadership studies: University of Exeter.
- Bolden, R. 2010. *Leadership, Management and Organisational Development*. Aldershot: Gower.
- Bossert, S., Dwyer, D., Rowan, B., & Lee, G. V. 1982. The instructional management role of the principal. *Educational Administration Quarterly*, 18(3), 34-64.
- Botha, R.J (ed). 2013. *The effective management of a school: towards quality outcomes*. Pretoria: Van Schaik.
- Botha, R.J. 2004. Excellence in leadership: demands on the professional school principal. *South African Journal of Education*, Vol 24(3) 239–243.
- Boyes, M.E. & Cluver, L.D. 2015. Relationships between familial HIV/AIDS and symptoms of anxiety and depression: The mediating effect of bullying victimisation in a prospective sample of SA adolescents. *Journal of Youth and Adolescence*, 44 (4), 847-859.
- Burns, J.M. 1978. *Leadership*. New York: Harper & Row.
- Bush, T. 2007. Educational leadership and management: Theory, policy and practice. *South African Journal of Education*, Vol 27(3), 391-406.
- Bush, T. 2008. *Leadership and Management Development in Education*. Hawker Brownlow Education.
- Cardiff School of Education. 2011. *Research Ethics: A handbook of principles and procedures*. UEC: Ethics committee.
- Creswell, J. W. 2007. *Qualitative enquiry and research design: Choosing among five approaches* (2nd ed.) Thousand Oaks, CA: Sage.
- Crow, G.H., Hausman, C.S., Scribner, J.P. 2002. *Reshaping the Role of the School Principal*. Department of Educational Leadership: University of Utah.
- Drysdale, L., Gurr, D., Jacobson, S., Merchant, B. 2014. *Leadership for school success*. Melbourne Australia: Leadership for school success.
- Dwyer, D.C. 1986. Frances Hedges: a case study of instructional leadership. *Peabody Journal of Education*, 63(1): 19-86.

- Fiedler, F. 1967. *A theory of leadership effectiveness*. New York: McGraw-Hill.
- Fleenor, J.W. 2006. Trait approach to leadership. *Psychology*, Vol 37(1), 651-665.
- Flick, U. 2013. *The SAGA Handbook of Qualitative Data Analysis*. London: SAGA.
- Fullan, M. 2000. *The role of the principal in school reform*. New York: Principals institute at Bank College.
- Fullan, M. 2005. Turnaround leadership. *The Educational Forum*: Vol 69.
- Gandolfi, F. & Stone, S. 2016. Clarifying leadership: High-impact leaders in a time of leadership crisis. *Review of International Comparative Management*: Volume 17, Issue 3.
- Gardner, J.W. 1989. *On leadership*. New York: Free Press.
- Gairín, J., Rodríguez-Gómez, D. & Armengol, C. 2012. *Agents and Processes in Knowledge Creation and Management in Educational Organisations, New Research on Knowledge Management Models and Methods*. [online] Available at: <http://www.intechopen.com/books/new-research-on-knowledge-management-models-and-methods/agentsand-processes-in-knowledge-creation-and-management-in-educational-organisations>.
- Genck, H. F. C. 1983. *Improving school effectiveness: How New school management techniques can raise learning, confidence and morale*. New, York: Prawger Publisher.
- Ghasabeh, M.S., Soosay, C. & Reaiche, C. 2015. The emerging role of transformational leadership. *The Journal of Developing Areas*; Vol 49(6), 459-467.
- Gordon, M. 2015. *Leadership*. Roffey Park Institute: United Kingdom.
- Gunawan, J. 2015. Ensuring Trustworthiness in Qualitative Research. *Belitung Nursing Journal*, 1: 10-11.
- Hallinger, P. & Murphy, J. 1985. Assessing the instructional behaviour of principals. *Elementary School Journal*, 86(2): 217-247.
- Hargreaves, A. & Fink, D. 2006. *Sustainable Leadership*. San Francisco: Jossey Bass.

- Hargreaves, A. & Fink, D. 2004. The seven principals of sustainable leadership. *Educational Leadership*, 61(7): 8-13.
- Harrison, C. 2018. *Leadership Theory and Research*. Springer.
- Heck, R.H. & Hallinger, P. 2005. *The Study of Educational Leadership and Management*. London: SAGE Publications.
- Hersey, P. & Blanchard, K. 1984. *The management of organizational behaviour*. Englewood Cliffs, NJ: Prentice-Hall.
- Hersey, P., Blanchard, K.H. & Johnson, D.E. 2001. *Management of organisational behaviour: leading human resources*. New Jersey: Prentice Hall.
- Hilaire, F. 2008. *Leadership Theories: Towards a Relational Model*. Quebec: University Laval.
- Hopkins, D. 2006. *A short primer on system leadership*. OECD activity on improving school leadership. International conference on International Perspectives on School Leadership for Systemic improvement, 6 July 2006.
- House, R. J. & Mitchell, T. R. 1975. Path-goal theory of leadership. *Journal of Contemporary Business*; Vol 3, 81–97.
- House, R. J. 1971. A path-goal theory of leadership. *Administrative Science Quarterly*: Volume 16, 321-338.
- Jackson, R.L., Drummond, D.K., Camara, S. 2007. What is qualitative research? *Qualitative Research Reports in Communication*: Vol 8, number 1, pp. 21-28.
- Johnson RW 2004. *South Africa: the first man, the last man*. Cape Town: Jonathan Ball Publishers.
- Jones, D.W. & Rudd, R.D. 2007. *Transactional, transformational, or laissez-faire leadership: an assessment of College of Agriculture academic program leaders (deans) leadership styles*. Proceedings of the 2007 American Association of Agriculture Education Research Conference held in Minneapolis, Minnesota, May 16-18, 2007.
- Kanodia, R. & Sacher, A. 2016. *Trait theories of leadership*. New Delhi: India International Centre.
- Kellerman, B. 2014. *Hard times: Leadership in America*. Stanford Business Books.

- Kruger, A.G. 2003. Instructional leadership: the impact of the culture of teaching and learning in two effective secondary schools. *South African Journal of Education* 23(3): 206-211.
- Lambert, L. 2002. A framework of shared leadership. *Beyond Instructional Leadership* Vol 59, No. 8, 37-40.
- Lambert, L. 2003. Leadership Capacity for Lasting School Improvement. The Educational Forum; Vol 70 (240).
- Laporsek, S. 2016. *Managing global transitions*. International Research Journal; Vol 14, number 2.
- Leithwood, K., Jantzi, D. & Steinbach, R. 1999. *Changing leadership for changing times*. Buckingham, UK: Open University Press.
- Leithwood & Riehl, 2003. *What we know about successful school leadership*. Philadelphia, PA: Laboratory for school success, Temple University.
- Mack, N., Woodsong, C., MacQueen, K.M., Guest, G. & Namey, E. 2011. *Qualitative research methods: A data collectors field guide*. USA: Family Health International.
- Macmillan, J.H. & Schumacher, S. 2014. *Research in Education - Evidence-based enquiry*. 7th Edition. Boston: Pearson Education Inc.
- Marishane, R.N. & Botha, R.J. 2011. *School leadership in a changing context: a case for school-based management*. Pretoria: Van Schaik.
- Marishane, R.N. 2012. Orientation to school-based financial management and leadership. In Botha, R.J. (Ed.), *Financial management and leadership in schools*. Cape Town: Pearson Education.
- Martin, S.T. 2009. *Relationship Between the Leadership Styles of Principals and School Culture*. Georgia Southern University: College of Graduate studies.
- Marzano, R., Walters, T., McNulty, B. 2005. *School leadership that works: From research to results*. Alexandria, VA: Association for Supervision and Curriculum development.
- McCormick, M. 2011. *Top 10 leadership qualities of a manager*. Online at: www.mccormickpcs.com [Accessed] 2018/07/14 at 7:33 AM.
- McEwan, E.K. 2000. Seven steps to effective instructional leadership, in *The effective management of a school*, edited by RJ Botha, Pretoria: 204-205.

- Menon, M. W. 2014. The relationship between transformational leadership, perceived leader effectiveness, and teachers' job satisfaction. *Journal of Educational Administration*, 52(4), 509-528.
- Millet, J. 1998. *Critical perspectives on school management*. London: Falmer.
- Moloi, K. 2007. An overview of education management in South Africa. *South African Journal of Education*: Vol 27(3)463–476.
- Moser, M.A. 2017. *An exploration of the relationship between principal leadership, emotional intelligence, and student achievement*. University of Bowling Green State.
- Opdenakker, R. 2006. Advantages and disadvantages of Four Interview Techniques in Qualitative Research. *Forum: Qualitative Social Research*; Vol 7, Number 4.
- Oxford Advanced Learners Dictionary. 2004. New York: Oxford University press.
- Oxford English Dictionary. 2006. New York: Oxford University Press.
- Pearce, C. L. 2004. The future of leadership: Combining vertical and shared leadership to transform knowledge work. *Academy of Management Executive*, 2004, Vol.18, No.1.
- Polonic, M.J. 2016. *Principals matter: Perceptions of principals on school leadership*. University of Nebraska: Lincoln.
- Portin, B., Schneider, P., DeArmond, M. & Gunlach, L. 2003. *Making sense of leading schools: A Study of the School Principalship*. Washington University: Seattle Centre of Reinventing Public Education.
- Republic of South Africa. 2017/2018. *Annual performance plan*. Gauteng: Department of Education.
- Resnik, D.B. 2015. *What is ethics in research and why is it important?* National Institute of Environmental Health Sciences.
- Robinson, V. 2007. The impact of leadership on student outcomes: Making sense of the evidence. *Australian Council for Educational Research*. The University of Auckland, New Zealand.
- Roth, T. 2016. *Inspiring people to carry out your vision*. Material Handling & Logistics Conference: The Big Connect.

- SACMEQ. 2011. *The Southern African Consortium for Monitoring Educational Quality (SACMEQ)*. Viewed 8 May 2018: www.sacmeq.org
- Sayed, H. 2013. *The influence of principal leadership on school performance: A case study in Gauteng*. Pretoria: University of South Africa.
- Schoech. 2006. *Contingency Theory*. UTA School of Social Work: Community of Administrative Practice.
- Senge, P., Hamilton, H. & Kania, J. 2015. *The dawn of system leadership*. Stanford Social Innovation Review.
- Seters, D.A., Field, R.H.G. 1990. The Evolution of Leadership Theory. *Journal of organisational change*: Canada.
- Sharma, M.K. & Jain, S. 2013. Leadership management: Principles, Models and Theories. *Global Journal of Management and Business Studies*; Vol 3 (3), 309-318.
- Sharma, S. 2010. Preferred leadership qualities of principals-What do teachers prefer? *Journal Management & Leadership*, 2, 42-58.
- Sharman, S., Hechuan, S. & Kannan, S. 2012. A Comparative Analysis on Leadership Qualities of School Principals in China, Malaysia & India. *International Online Journal of Educational Sciences*; 4 (3), 536-543.
- Showkat, N. & University, A.M. 2017. *In-depth interview*. [online] <https://www.researchgate.net/publication/319162160> Accessed on 2018/09/29.
- Silva, A. & University, K. 2016. What is leadership? *Journal of Business Studies Quarterly*; Vol 8, Number 1.
- Skogstad, A., Einarsen, S., Torsheim, T., Aasland, M.S. & Hetland, H. 2007. The Destructiveness of Laissez-Faire Leadership Behavior. *Journal of Occupational Health Psychology*, 2007, Vol. 12, No. 1, 80 –92.
- Smith, B.S. 2016. The role of leadership styles in creating a great school. *SELU Research Review Journal*, 1(1), 65–78.
- Souverein, F.A., Ward, C.L., Visser, I. & Burton, P. 2015. Serious, violent young offenders in South Africa: Are they Life-Course persistent offenders? *Journal of Interpersonal Violence*, 1-24.
- Spaul, N. 2013. South African Education Crises: The quality of education in South Africa 1994-2011. *Centre for Development and Enterprise*, 1-65.

- Spaul, N. 2015. *Schooling in South Africa: How low-quality education becomes a poverty trap*. Child Gauge: Stellenbosch University.
- Timaeus, I.M. & Moultrie, T.A. 2015. *Teenage childbearing and education Attainment in South Africa*. School of Hygiene and Tropical Medicine: London. University of New York at Binghamton.
- Van der Mescht, H. 2004. Phenomenology in Education: A Case Study in Educational Leadership. *Indo-Pacific Journal of Phenomenology*, Vol 4 (1).
- Vierra, A. & Pollock, J. 1992. *Reading educational research* (2nd ed). Scottsdale, AZ: Gorsuch Scarisbrick, p. 262.
- Vroom, V. H. & Yetton, P. W. 1973. *Leadership and decision making*. Pittsburgh: University of Pittsburgh Press.
- Waters, T., Cameron, G., Melder, M., Eck, J., Kearns, J. & Seebaum, M. 2009. *Balanced leadership: School level leadership—An overview (facilitators' manual)*. Denver, CO: Mid-Continent Research for Education and Learning (McREL).
- Wilhelm, T. 2013. How principals cultivate shared leadership. *Leveraging Teacher Leadership*; Vol 71, No. 2, 62-66.
- Williamson, R. 2011. *The importance of the school principal*. Eastern Michigan University.
- Witziers, B., Bosker, R.J., Krüger, M.L. 2003. Educational Leadership and Student Achievement: The Elusive Search for an Association. *Educational Administration Quarterly*; Vol. 39, No. 3, 398-425.
- Zaccaro, S.J. 2007. Trait-based perspectives of Leadership. *American Psychological Association*; Vol 62 (1), 6-16.

ANNEXURE A

ETHICAL CLEARANCE CERTIFICATE FROM UNISA



UNISA COLLEGE OF EDUCATION ETHICS REVIEW COMMITTEE

Date: 2019/02/13

Dear Mrs Smith

Decision: Ethics Approval from
2019/02/13 to 2024/02/13

Ref: **2019/02/13/61947830/49/MC**

Name: Mrs C Smith

Student: 61947830

Researcher(s): Name: Mrs C Smith
E-mail address: 61947830@mylife.unisa.ac.za
Telephone: +27 71 440 6154

Supervisor(s): Name: Prof RJ Botha
E-mail address: Botharj@unisa.ac.za
Telephone: +27 82 411 6361

Title of research:

Principal leadership and school performance: A case study in Gauteng schools

Qualification: D. Ed in Educational Leadership and Management

Thank you for the application for research ethics clearance by the UNISA College of Education Ethics Review Committee for the above mentioned research. Ethics approval is granted for the period 2019/02/13 to 2024/02/13.

*The **low risk** application was reviewed by the Ethics Review Committee on 2019/02/13 in compliance with the UNISA Policy on Research Ethics and the Standard Operating Procedure on Research Ethics Risk Assessment.*

The proposed research may now commence with the provisions that:

1. The researcher(s) will ensure that the research project adheres to the values and principles expressed in the UNISA Policy on Research Ethics.
2. Any adverse circumstance arising in the undertaking of the research project that is relevant to the ethicality of the study should be communicated in writing to the UNISA College of Education Ethics Review Committee.



3. The researcher(s) will conduct the study according to the methods and procedures set out in the approved application.
4. Any changes that can affect the study-related risks for the research participants, particularly in terms of assurances made with regards to the protection of participants' privacy and the confidentiality of the data, should be reported to the Committee in writing.
5. The researcher will ensure that the research project adheres to any applicable national legislation, professional codes of conduct, institutional guidelines and scientific standards relevant to the specific field of study. Adherence to the following South African legislation is important, if applicable: Protection of Personal Information Act, no 4 of 2013; Children's act no 38 of 2005 and the National Health Act, no 61 of 2003.
6. Only de-identified research data may be used for secondary research purposes in future on condition that the research objectives are similar to those of the original research. Secondary use of identifiable human research data requires additional ethics clearance.
7. No field work activities may continue after the expiry date **2024/02/13**. Submission of a completed research ethics progress report will constitute an application for renewal of Ethics Research Committee approval.

Note:

*The reference number **2019/02/13/61947830/49/MC** should be clearly indicated on all forms of communication with the intended research participants, as well as with the Committee.*

Kind regards,



Prof AT Motlhabane
CHAIRPERSON: CEDU RERC
motlhat@unisa.ac.za



Prof V McKay
EXECUTIVE DEAN
Mckayvi@unisa.ac.za

ANNEXURE B

REQUEST TO CONDUCT RESEARCH IN SCHOOLS OF THE GAUTENG DEPARTMENT OF EDUCATION

The Director: Knowledge Management and Research, Gauteng Department of Education.

Request for permission to conduct research interviews in school of the Gauteng region.

I am studying for a Master's Degree in Education (Educational Management) with the University of South Africa (UNISA) and wish to conduct an empirical research study entitled: *Principal leadership and school performance: A case study in Gauteng schools*.

The objectives of this research are:

- to investigate what the role and functions are of the school principal;
- to find out what the major differences are between low performing schools and high performing schools in the Gauteng area;
- to determine whether the leadership style of the principal has an effect on school performance in Gauteng schools; and
- to determine which leadership style can be linked to effective school performance in Gauteng schools.

The researcher will conduct in-depth interviews with the principal and four teachers in each of the selected schools. There will be 20 participants interviewed in total. An interview schedule will be presented to all purposefully selected participants and no disruptions will be caused in the school programme. Informed consent will be obtained from all participants and all data gathered will be held in confidence and be used strictly for research purposes. Kindly give me permission to conduct this research at schools within your province.

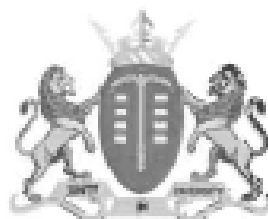
This study is supervised by Prof RJ Botha (0824116361 or Botharj@unisa.ac.za)

Your faithfully

C. Smith (0714406154)

ANNEXURE C

GAUTENG DEPARTMENT OF EDUCATION APPROVAL LETTER



GAUTENG PROVINCE

Department: Education
REPUBLIC OF SOUTH AFRICA

8/4/4/1/2

GDE RESEARCH APPROVAL LETTER

Date:	04 March 2019
Validity of Research Approval:	04 February 2019 – 30 September 2019 2018/417
Name of Researcher:	Smith C
Address of Researcher:	44B Farmers Folly Street Lynnwood Pretoria 0081
Telephone Number:	071 440 6154
Email address:	chanesmith2016@gmail.com
Research Topic:	Principal leadership and school performance: A case study in Gauteng schools.
Type of qualification	Masters
Number and type of schools:	One Secondary and One Primary School
District/s/HO	Gauteng East and Gauteng North

Re: Approval in Respect of Request to Conduct Research

This letter serves to indicate that approval is hereby granted to the above-mentioned researcher to proceed with research in respect of the study indicated above. The onus rests with the researcher to negotiate appropriate and relevant time schedules with the school/s and/or offices involved to conduct the research. A separate copy of this letter must be presented to both the School (both Principal and SGB) and the District/Head Office Senior Manager confirming that permission has been granted for the research to be conducted.

The following conditions apply to GDE research. The researcher may proceed with the above study subject to the conditions listed below being met. Approval may be withdrawn should any of the conditions listed below be flouted:

1

Making education a societal priority

Office of the Director: Education Research and Knowledge Management

7th Floor, 17 Simmonds Street, Johannesburg, 2001

Tel: (011) 355 0488

Email: Faith.Tshabalala@gauteng.gov.za

Website: www.education.gpg.gov.za

The following conditions apply to GDE research. The researcher may proceed with the above study subject to the conditions listed below being met. Approval may be withdrawn should any of the conditions listed below be flouted:

1. The District/Head Office Senior Manager/s concerned must be presented with a copy of this letter that would indicate that the said researcher/s has/have been granted permission from the Gauteng Department of Education to conduct the research study.
2. The District/Head Office Senior Manager/s must be approached separately, and in writing, for permission to involve District/Head Office Officials in the project.
3. A copy of this letter must be forwarded to the school principal and the chairperson of the School Governing Body (SGB) that would indicate that the researcher/s have been granted permission from the Gauteng Department of Education to conduct the research study.
4. A letter / document that outline the purpose of the research and the anticipated outcomes of such research must be made available to the principals, SGBs and District/Head Office Senior Managers of the schools and districts/offices concerned, respectively.
5. The Researcher will make every effort obtain the goodwill and co-operation of all the GDE officials, principals, and chairpersons of the SGBs, teachers and learners involved. Persons who offer their co-operation will not receive additional remuneration from the Department while those that opt not to participate will not be penalised in any way.
6. Research may only be conducted after school hours so that the normal school programme is not interrupted. The Principal (if at a school) and/or Director (if at a district/head office) must be consulted about an appropriate time when the researcher/s may carry out their research at the sites that they manage.
7. Research may only commence from the second week of February and must be concluded before the beginning of the last quarter of the academic year. If incomplete, an amended Research Approval letter may be requested to conduct research in the following year.
8. Items 6 and 7 will not apply to any research effort being undertaken on behalf of the GDE. Such research will have been commissioned and be paid for by the Gauteng Department of Education.
9. It is the researcher's responsibility to obtain written parental consent of all learners that are expected to participate in the study.
10. The researcher is responsible for supplying and utilising his/her own research resources, such as stationery, photocopies, transport, faxes and telephones and should not depend on the goodwill of the institutions and/or the offices visited for supplying such resources.
11. The names of the GDE officials, schools, principals, parents, teachers and learners that participate in the study may not appear in the research report without the written consent of each of these individuals and/or organisations.
12. On completion of the study the researcher/s must supply the Director: Knowledge Management & Research with one Hard Cover bound and an electronic copy of the research.
13. The researcher may be expected to provide short presentations on the purpose, findings and recommendations of his/her research to both GDE officials and the schools concerned.
14. Should the researcher have been involved with research at a school and/or a district/head office level, the Director concerned must also be supplied with a brief summary of the purpose, findings and recommendations of the research study.

The Gauteng Department of Education wishes you well in this important undertaking and looks forward to examining the findings of your research study.

Kind regards



Mr Gumani Enos Mukatuni
Acting CES: Education Research and Knowledge Management

DATE: 04/03/2019

ANNEXURE D

PERMISSION REQUEST FROM SCHOOL

Dear Principal

Request for permission to conduct research interviews in your school

It would be appreciated if the respected principal would give me permission to conduct research interviews in the school. I am currently studying a Master of Education (Education Management) degree. My dissertation topic is: *Principal leadership and school performance: A case study in Gauteng schools*.

The objectives of this research are:

- to investigate what the role and functions are of the school principal;
- to find out what the major differences are between low performing schools and high performing schools in the Gauteng area;
- to determine whether the leadership style of the principal has an effect on school performance in Gauteng schools; and
- to determine which leadership style can be linked to effective school performance in Gauteng schools.

The researcher will conduct in-depth interviews with the principal and 4 teachers in the school. An interview schedule will be presented to all purposefully selected participants and no disruptions will be caused in the school programme. Informed consent will be obtained from all participants and all data gathered will be held in confidence and be used strictly for research purposes. Kindly give me permission to conduct this research at your school.

This study is supervised by Prof RJ Botha (0824116361 or Botharj@unisa.ac.za)

Yours faithfully

C. Smith (0714406154)

If you understand the request and agree to permit this study, please sign the consent form below.

.....

CONSENT FORM

I _____ (Full name of PRINCIPAL) hereby confirm that I have read and understood the contents of this document and the nature of the study; and consent to the study being undertaken in my school.

Signature

Date

ANNEXURE E

CONSENT LETTERS TO PARTICIPANTS

I understand the overview give to me on the study: **Principal leadership and school performance: A case study in Gauteng schools.**

It is my understanding that:

1. The study focuses on the influence that principal leadership has on school performance. My identity will remain confidential and my name or the name of my institution will not be used in the study or in reporting its findings at any point.
2. The purpose of the study is not to judge me on the issue or type of responses I give during the study.
3. I maintain the right to decline to answer any question.
4. I maintain the right to withdraw from the study at any point in time.
5. I will be audio recorded when I am interviewed.
6. I express willingness to participate in the study by signing this form.

Name: _____

Signature: _____

Date: _____

ANNEXURE F

INTERVIEW SCHEDULE FOR PRINCIPALS

Name of the school: _____

Name of the principal: _____

Dear Respondent. This interview guide is designed to collect data from principals who contribute to the study: **Principal leadership and school performance: A case study in Gauteng schools**. Please be honest in giving your response and be assured that you will remain anonymous. Thank you in advance for agreeing to cooperate.

Question 1:

What is your highest academic achievement?

Question 2:

Did you receive any induction management training when you were appointed as principal?

Question 3:

For how long were you a teacher before you became a principal?

Question 4:

What is your role as principal in your school?

Question 5:

What are the qualities of an effective school?

Question 6:

What strategies are you putting in place to make your school an effective one?

Question 7:

What are the factors that determine whether or not a school is performing well?

Question 8:

In which areas is your school performing exceptionally well and why do you think those areas are performing well?

Question 9:

Which areas of your school can be improved and how do you think those areas can be improved?

Question 10:

School vision and mission

10.1. Does your school have a vision and mission?

10.2. Did you contribute towards setting up the school's vision and mission statement?

10.3. Do you think these are important in influencing the performance of the school?

10.4. How does the vision of the school influence academic performance?

Question 11:

Do you consult teachers in making decisions?

Question 12:

How would you describe your leadership style as a principal?

Question 13:

What do you think is the relationship between your leadership style and how the school is performing?

Question 14:

Could you explain how the leadership approach that you have adopted in your school leads to academic excellence?

Question 15:

In your opinion, what leadership style leads to good performance in schools?

Question 16:

What are your leadership challenges?

Question 17:

17.1. Does your school have a development plan?

17.2. Who is involved in the development plan and why?

Question 18:

18.1. Are you involved in learner affairs in your school?

18.2. How are you involved?

Question 19:

19.1. How do you as the principal ensure that teachers are teaching in an environment that is conducive to quality teaching and learning?

19.2. How do you ensure that the non-teaching staff members of the school are being appreciated?

19.3. How do you ensure that the non-teaching staff members of the school are being appreciated?

19.4. How would you describe your relationship with the teachers?

19.5. How do you ensure that the needs of the teachers match the vision of the school?

19.6. Are you involved in curriculum development?

19.7. How do you ensure that both quality teaching and learning happen in the classroom?

19.8. How do you support teachers who are struggling in the classroom?

Question 20:

20.1. Is there administrative assistance to the teachers?

20.2. What administrative tasks are expected from the teachers?

Question 21:

21.1. How does the school raise funds?

21.2. Does the school have a policy that determines how the finances are managed?

21.3. How are you involved in managing the school's budget?

Question 22:

22.1. Does the school respond to the demands of the community?

22.2. How does the school ensure that it has a good relationship with the community?

Question 23:

23.1. How does the principal ensure that parents are updated on matters concerning the school?

23.2. How do you deal with difficult parents?

23.3. How do you ensure that parents are involved in school affairs, but not over-involved?

23.4. How do you support teachers in dealing with the parents?

ANNEXURE G**INTERVIEW SCHEDULE FOR TEACHERS**

Name of the school: _____

Name of the teacher: _____

Dear Respondent. This interview guide is designed to collect data from teachers that contribute to the study: **Principal leadership and school performance: A case study in Gauteng schools**. Please be honest in giving your response and be assured that you will remain anonymous. Thank you in advance for accepting to cooperate.

Question 1:

How would you describe your school?

Question 2:

How would describe the general climate of your school?

Question 3:

Is it a performing school?

Question 4:

Do you have anything to show that the school is performing well?

Question 5:

What is the relationship between the school and the community?

Question 6:

How would you describe the leadership in your school?

Question 7:

Do you think that this is the best kind of leadership for the school?

If you do, why?

If you do not, how should the leadership change to benefit the school?

Question 8:

I understand that the school has a vision and mission statement. Please explain how the vision and mission statement was formulated and who was involved in the formulation of the vision and mission of the school?

Question 9:

School development planning and strategic planning are both crucial to the performance of the school.

9.1. When does the school do its planning?

9.2. What do you plan for?

9.3. Who is involved and why?

Question 10:

What do you think is the role of the school leadership in the school's performance?

Question 11:

11.1. What support do you get from the school leadership in curriculum development and planning?

11.2. How does the principal ensure that you are supported in the classroom?

11.3. Do you feel confident to approach the principal for guidance when you have difficulty in the classroom?

11.4. What challenges have you encountered in the classroom and how did management assist you in dealing with them?

Question 12:

How are teachers empowered by the principal to help them deal with difficult parents?

Question 13:

Do you think that your principal is qualified to lead a school and elaborate?

Question 14:

Do you think the finances of the school are being managed well? Please elaborate?

Question 15:

How do you think the school facilities can be improved?

Question 16:

16.1. What administrative duties are expected from the teachers?

16.2. How does the principal ensure that teachers are being supported in managing administrative duties?

Question 17:

Explain your relationship with the principal.

ANNEXURE H

**QUESTIONS ON DEMOGRAPHIC INFORMATION FOR PRINCIPALS AND
TEACHERS**

The intention of this questionnaire is to acquire geographical information on the participants.

Research topic: **Principal leadership and school performance: A case study in Gauteng schools.**

The information will solely be used for academic research and will be treated anonymously and privately at all times. Please answer each question by marking the appropriate block with an X.

Question 1:

What is your gender?

Male	
Female	

Question 2:

What is your age?

20-25	
26-30	
31-35	
36-40	
41-45	
46-50	
51-55	
56-60	
61-65	
66 and over	

Question 3:

How many years' experience do you have as a teacher/principal?

5 or less	
5-10	
11-15	
16-20	
21-25	
26-30	
31 or more	

Question 4:

What is the highest academic qualification you hold?

Educational Diploma	
Educational Degree	
BEd Degree	
Hons Degree	
Master's Degree	
Doctoral Degree	

Question 5:

To which ethnic group do you belong?

African	
Indian	
White	
Coloured	
Other	

ANNEXURE I

PARTICIPANT TRANSCRIPT (PRINCIPAL)

Interview questions and answers: Conducted with the principal from School A.

Before the interview started, the interviewee was informed that the interview would be recorded for transcription purposes. The participant also had to sign a consent form to acknowledge that the interview was being done voluntarily and that the interview would remain anonymous.

Researcher: What is your highest academic achievement?

Principal: Education Diploma. Also, my experience as such. I worked my way up from a class teacher to a Deputy, I was a house master, and then became Principal. It's very important to follow those different levels.

Researcher: Did you receive any induction management training when you were appointed as principal?

Principal: No, I think there is a need for that. It would help to have a guideline or a rule book. But no, there is nothing like that.

Researcher: For how long were you a teacher before you became a principal?

Principal: For too long. I think it's partly my own fault, I waited too long before becoming a principal. So, I waited for about 11 years before becoming a principal.

Researcher: What is your role as principal in your school?

Principal: My role is to make sure that education takes place in the school, to be the link between the company, the parents and the teachers, to make sure that teachers are empowered to do their jobs and to make sure that education takes place. So, it's a dual role, involving not only education, but also the community side of things, where you have to be the person who fills up the community side of things. We all belong to a communal goal and we all work together and that's my role as a principal. Working for a corporate company, being a principal becomes more and more difficult, because you also have to fulfil your corporate commitments. That is not my primary role and I have shared that with my management- My primary role is to make sure that education takes place and that about 1% of it is the finances side.

Researcher: What are the qualities of an effective school?

Principal: I think for be it all boils down to one word- relationships. I think you have to have a good relationship between all role players in the school: management, teachers, children, parents. If the whole community works together, then the school will be successful. If you have good relationships, then the school will function at its highest level. If parents have an input from their side, and teachers have an input from their side, and management have an input from their side then the school will be effective.

Researcher: What strategies are you putting in place to make your school an effective one?

Principal: That's where we work on relationships. I don't want an us and them climate, so we are working on closing the gap between parents and teachers to make sure that the community works with the school. So, my whole strategy is to have buy-in from the parents and to ensure that everyone is working together.

Researcher: What are the factors that determine whether or not a school is performing well?

Principal: Academic results, making sure that our staff are well-equipped and developing, good relationships between management and staff.

Researcher: In which areas is your school performing exceptionally well and why do you think those areas are performing well?

Principal: In general, our academics, and more specifically Maths and English. I think it has been one of our focus areas. Critical thinking, so we want them not only to be able to answer exam papers, but to also think critically for themselves. Our aim to prepare them for like, not to just make sure that they pass a test, but to prepare them for high school and to teach them the skills to be able to cope in life. So, it's not just the academic part of things.

Researcher: Which areas of your school could be improved and how do you think those areas could be improved?

Principal: I think relationships with our parents. Since the school became part of a corporate company, there was some kickback from the parents. The parents felt that,

since the school became part of a corporate company, they don't have a say and that the company is dictating to them how the school should be run. So, we want to change that thinking and provide a family climate in the school.

Researcher: Does your school have a vision and mission? Did you contribute in setting up the school's vision and mission statement? Do you think these are important in influencing the performance of the school? How does the vision of the school influence academic performance?

Principal: Yes, we have one. No, I did not contribute in making the vision and mission statement. The vision and mission were put together when the school was established. I agree with the vision and the mission of the school and there was no need to change that, but as the school changes, we can always look at it and change our strategy going forward. But I don't think it will change dramatically, the basics are there. It most definitely is important. I think it determines the core values of the school. It's the values that you want to drive and what the school's all about. So, we are a Christian-based school, it's one of the things we look at and it's not going to change. Although, we are not an only a Christian-based school, but we are a Christian values school. It's very important that everyone knows and buys into the school. Yes, it does influence the academic performance of the school. It is the core values and helps teachers focus on where the school is going.

Researcher: Do you consult teachers in making decisions?

Principal: Yes, I do. However, there are certain things where management has to make the decisions. But in things pertaining to them and to the school, I do consult them. For example, the cultural offering: we took a group of teachers and said they should go and speak to their colleagues and then give us feedback. So yes, we do consult teachers. We are always open to new ideas from the staff members.

Researcher: How would you describe your leadership style as a principal?

Principal: I think I like to follow a servant leadership style. Not only to lead, but to also to serve and be open to new ideas. There are times where you have to be more assertive and direct about what needs to be done, but I am quite open to ideas.

Researcher: What do you think is the relationship between your leadership style and how the school is performing?

Principal: I think because we are relaxed, and I am not a dictatorial leader (I don't like dictating to people what to do). I think I have always been fortunate with my principals and they were never dictatorial. I was once working for a principal and I asked him when he is going to come and do a class visit and he said he is never going to, because if I am not doing my job then a parent will come to him. So, I follow the same principle. So, I want to give them the freedom to do their jobs. If there is an issue then I will do a class visit, but I want to trust them and let them do their job. I also think what makes a good leader is someone who listens and doesn't just always instruct. I think when it comes to line managers it's a bit difficult, because each person has their own leadership style and I want to treat them as individuals. But I would like them to also be approachable. Part of being a principal is mentoring your Deputies, but I will never dictate to them.

Researcher: Could you explain how the leadership approach that you have adopted in your school leads to academic excellence?

Principal: I think because you are not dictating to the teachers and telling them what to do, this is the way to do it. There is the freedom of how you want to teach as long as you get good results. Allowing people to teach how they see fit, makes them feel more relaxed. That relaxed atmosphere allows people to get good results, because they don't feel pressurised by it. You have to treat people like professionals and tell them that academic results are non-negotiable, but how you get there is up to you. Then you get the best out of people.

Researcher: In your opinion, what leadership style leads to good performance in schools?

Principal: I have been fortunate to learn from other principals and I have seen this leadership style works where you give your teachers the freedom to teach how they see fit. It just works. One of the principals I have also worked for always challenged us and put us out of our comfort zones, and this also helps you grow. Leading by example is also very important and this is what makes a school successful, mentoring your line managers. So, you pass on responsibility and stretch people to do their part (challenging them) and this way helping them to become better leaders.

Researcher: What are your leadership challenges?

Principal: It's working for a corporate company. I have been spoilt for the last 13 years where I have been allowed to do my own thing, but working for a corporate company you are limited about doing your own thing. There is a corporate vision and how they want you to have things done and I think that's a bit of a challenge for me. I have never experienced people telling me how to do things. We have some freedom as principals, but there is an element to make a company successful and there is some basic rules on how to make the company successful and that's a challenge for me. Also, there is no manual on how to do it; it's a type of sink or swim situation. But I also think the best manual is learning and experience.

Researcher: Does your school have a development plan?

Yes, as a company they do have a staff development plan. But I also develop my staff further, because you have to invest in the staff.

Researcher: Who is involved in the development and why?

Principal: The staff is involved, we do send them on workshops to develop their skills. But my development is to try to make each staff member a better person. So that's what we aim for.

Researcher: Are you involved in learner affairs in your school?

Principal: Yes, most definitely.

Researcher: How are you involved?

Principal: I think with our leadership development programme and making sure that our Grade 7's are developed as leaders. Myself, the Deputy Principal and the Grade 7 teachers are working together to make sure that we develop our children. And then that relates back to our academic offering, to make sure that we prepare our children for the future.

Researcher: How do you as the principal ensure that teachers are teaching in an environment that is conducive to quality teaching and learning?

Principal: My responsibility as a principal is to make sure that teachers have all the tools for their trade, that they have proper educational tools in terms of computers,

boards, all the hardware they need to have, and then to also make sure that we provide the necessary training going forward. So that they can be teachers at their best. The latest technology, hardware and courses, so that they can be the best teachers possible. Also, to create the best environment so that they feel relaxed when teaching is also important.

Researcher: How do you ensure that the non-teaching staff members of the school are being appreciated?

Principal: I think looking at the sport staff specifically, who are non-academics, if they do well then, I do acknowledge them. I like writing the staff members little cards and also acknowledging them in newsletters. This is also for the ground staff. It's also important to make them feel important.

Researcher: How would you describe your relationship with the teachers?

Principal: I think my relationship is very good with them. My role as a principal in a corporate company, doesn't allow me to interact with the staff as much as I would like to. Being part of a corporate company, you are constantly busy with meetings and deadlines that you don't get as much free time to spend with the staff as you would like to. But besides that, I think that the relationship is still very good. I try and interact with the staff as much as possible.

Researcher: How do you ensure that the needs of the teachers match the vision of the school?

Principal: I think this is where my two deputies comes in and also openness, anything that you need to make your life better, in terms of a course or anything you need in your class, that we address it and that they feel that we do offer support. So, I work closely together with my deputies and they are the link between me and the teachers.

Researcher: Are you involved in curriculum development?

Principal: Working in the corporate environment, it's a bit more challenging because they have a vision of what they want the curriculum to be. In saying that, we are principals do get invited to look at the curriculum and consult with the academic department of the company, so we do get a chance to play a role in that.

Researcher: How do you ensure that quality teaching and learning happens in the classroom?

Principal: First of all, appointing the correct people. If you appoint the correct people, then you don't have to worry about that quality teaching taking place. So, a strenuous and intense interview process to make sure that you appoint the correct people. You also have your Deputies who do class visits to make sure the staff are doing fine, without making them feel that you are looking over their shoulders. But a Deputy can pick up when something is wrong. I can just walk into a class and see if good teaching is taking place. Unexpected class visits to see how the teachers are teaching and how they are interacting with the children, then you know whether it's a good teacher or not, or that this one is having a difficulty. But again, I think it's just by making sure you appoint the right people.

Researcher: How do you support teachers who are struggling in the classroom?

Principal: I think that is where you make use of your phase heads or your Deputies and yourself. First of all, you identify the area which needs to be addressed. And then, with your experience, you get the academic people involved. And you make sure that there is an action plan put in place which they can follow. You need to cater for all type of teachers and to develop each teacher. That is where the staff development also comes in. You have to put measures in place to help teachers grow.

Researcher: Is there administrative assistance to the teachers?

Principal: No, they have to do all their work themselves.

Researcher: What administrative tasks are expected from the teachers?

Principal: There is such an array of things that they have to do. Marks, registers, reports, meetings with parents, class meetings, prep meetings, and the list goes on. There is a huge amount of work that needs to be done.

Researcher: How does the school raise funds?

Principal: Strictly speaking, because we are working for a corporate company, we are not allowed to raise funds. But when we need to raise funds for something like the Grade 7 dance at the end of the year, then we will have like a cake sale or something.

It also involves the parents. It's not just to raise money, but actually more to involve the parents more often.

Researcher: Does the school have a policy that determines how the finances are managed?

Principal: Yes, there is. Working for a corporate company is a little different to a school that manages its own funds, because the money that comes in to the school also goes to shareholders. So, they prefer not to have fund raisers and not to send those funds into the hands of the shareholders. But also, parents pay such a lot in school fees, that we don't really want to ask them for more money.

Researcher: How are you involved in managing the school's budget?

Principal: So, we are given a school budget from the company as such. And then the budgets are allocated to us, and then there's a lump sum that has to be divided into all spheres, academic, FP, IP, sport, etc. We are taking responsibility for that, which is quite a daunting task. The company does give you some training on how to manage the finances side of the school effectively.

Researcher: Does the school respond to the demands of the community?

Principal: It depends on whatever the demand is. Most recently we had a security issue and they demanded better security, so then we have to look at it. It depends on each of the demands. We do feel it is important to listen, it's all about relationships. The community needs to feel that they are shareholders in this entity and that they have a say too, within reason.

Researcher: How does the school ensure that it has a good relationship with the community?

Principal: By meeting with parents and making sure that they can approach you. We have class reps (parents) and we meet with them every week. And from there the parents feel that they have a voice. By also having an open-door policy with parents, they can come and share it with me. You also have to be visible, parents need to know who you are.

Researcher: How does the principal ensure that parents are updated about matters concerning the school?

Principal: I have a monthly newsletter that goes out. I send out email to the parents. Class rep WhatsApp groups. I think communication is exceptionally important in the success in of the school. When you don't have clear communication, people make up their own interpretations of what is going on and that is when you have problems. I think communication is very important. I do communicate with them on a monthly basis.

Researcher: How do you deal with difficult parents?

Principal: It also depends on why they are being difficult. You have to ask why they are difficult parents and you have to listen to them. I think one should also involve them in solving the problem, let them feel part of the solution. I think the key is to listen to the parents. Also build up a relationship with them and in the end, you will see they are not actually that difficult.

Researcher: How do you ensure that parents are involved in school affairs, but not over-involved?

Principal: That's more difficult than dealing with difficult parents because they want to be in your face all the time. You need to also be firm with them, otherwise they would most definitely take over the school.

Researcher: How do you support teachers in dealing with the parents?

Principal: I do always support my staff members if they are doing their jobs correctly. I think that's very important, because teachers need to feel supported. Otherwise you lose the trust of your staff member.

ANNEXURE J

PARTICIPANT TRANSCRIPT (EDUCATOR)

Interview questions and answers: Conducted with Participant 1 (P1) from School C.

Before the interview started, the interviewee was informed that the interview would be recorded for transcription purposes. The participant also had to sign a consent form to acknowledge that the interview was done voluntarily and that the interview would remain anonymous.

Researcher: How would you describe your school?

P1: We are quite small in comparison to other schools, but we have happy children here. The children all know each other and here you are not just a number, you are an individual. Everyone knows everyone's story. Our school is very special and unique.

Researcher: How would describe the general climate of your school?

P1: All schools have their challenges, but in general we have a happy relaxed climate at the school. We get children from big schools, who have previously struggled academically and when they come to our school, they do much better because they get more individual attention and in this calm environment, they then start to excel. From the parent's side, they are very involved and help a lot. Because we are a small school, we rely on the parents to help with events and so on. Parents are very positive towards the school. From the teacher's side, we are a very close-knit staff (because most of us have worked here for a long time, we know each other very well). We don't have a big staff turnover, when you work here then you won't want to leave. When people leave, it's because they retire or relocate.

Researcher: Is it a performing school?

P1: Well I am the Grade 3 teacher and we participate in all the District competitions (Mental Maths, Life Skills, Reading), where we compete against other schools and we are one of the top schools in the District. Last year some of our children went through to the Gauteng finals and some even went through to the provincials. So, I think our kids are doing very well and our standard is very good. If our kids go to other schools, then we do get a lot of compliments. Our kids meet the standards. We can give

individual attention, because our classes are not very big and that makes a huge difference.

Researcher: Do you have anything to show that the school is performing well?

P1: We do get all the results which shows us that our school is performing well.

Researcher: What is the relationship between the school and the community?

P1: Well I have a group of teachers. Once a month, they get together with some of the schools in the community and then we speak about challenges, good performance and so on. We also have yearly functions where old students always return and people from the community come to visit. So, I think we have a very good relationship with the community.

Researcher: How would you describe the leadership in your school?

P1: Our management team is a group that has been working together for many, many years (20+ years) and we work very well together. We have an open-door policy, so if someone has to ask something then they feel confident to do so. It's not a rigid system; there is always support and good relationships. The principal and the rest of the management team are very supportive.

Researcher: Do you think that this is the best kind of leadership for the school?

P1: There is always room for improvement, but in general yes. I think it is much better to work for someone who cares about you, than someone who forces you to do things.

Researcher: I understand that the school has a vision and mission statement. Please explain how the vision and mission statement was formulated and who was involved in the formulation of the vision and mission of the school?

P1: Many years ago, we had a weekend where all the teachers were involved and it and re-wrote it and everyone could give their input. It really was a team effort and I think we have a very good basis. The vision and mission are really the heart of our school and we made sure that the wording reflected that.

Researcher: School development planning and strategic planning are crucial to the performance of the school. When does the school do its planning?

P1: At the end of the year, before school closes then we do the planning for the next year.

Researcher: What do you plan for?

P1: We plan for the sport events, culture events and functions.

Researcher: Who is involved and why?

P1: All the staff members are involved in this process. Everyone gives their input and at the end of the day the principal would approve it.

Researcher: What do you think is the role of the school leadership in the school's performance?

P1: I think it plays a big role. The management team has to be involved in everything. We have a small staff, so everyone plays their part. The management of our school is very hands-on.

Researcher: What support do you get from the school leadership in curriculum development and planning?

P1: The management team always sits together and discusses how the curriculum should be implemented after meetings (clusters).

Researcher: How does the principal ensure that you are supported in the classroom?

P1: When you have issues in your class, with anything- parents or learners- then he is always there to support you. He will always be on your side. There is an extreme amount of support when you need it.

Researcher: Do you feel confident to approach the principal for guidance when you have difficulty in the classroom?

P1: Yes definitely.

Researcher: What challenges have you encountered in the classroom and how did management assist you in dealing with them?

P1: Well I can think of an incident where a child was sitting under his desk, refusing to do anything and just screaming. I called the principal and he removed the child from the classroom and phoned the parents for an interview. So, this is how we deal with

situations. He jumps in when there are serious issues and then will also deal with the parents.

Researcher: How are teachers empowered by the principal to help them deal with difficult parents?

P1: The principal will never leave teachers to fend for themselves. He will always sit in on an interview with a difficult parent. He always supports his teachers.

Researcher: Do you think that your principal is qualified to lead a school and elaborate?

P1: Yes, he has lots of years of experience and he is a people person. He may be lacking in certain areas such as admin, but when it comes to support and relationships with people, he is extremely good.

Researcher: Do you think the finances of the school are being managed well and elaborate?

P1: Yes, they are. There are no over spending and we can't have the fanciest things, because we are a very small school. There are policies and procedures in place to make sure that the finances are being managed well.

Researcher: How do you think the school facilities can be improved?

P1: I think the pickup and drop off area of the children should be improved. Our school is open, and the cars should drive into the school to fetch their children and I feel that it is a safety hazard.

Researcher: What administrative duties are expected from the teachers?

P1: Collecting money from the children for fundraisers or outings, keeping a record of interviews held with parents, supporting learners who struggle in the classroom, normal classroom admin.

Researcher: How does the principal ensure that teachers are being supported in managing administrative duties?

P1: If it is photocopying or typing work then the office will assist with that.

Researcher: Explain your relationship with the principal.

P1: We have been working together for the past 17 years, so we work very well together. I don't have any problems with him. He is very supportive, and his door is always open, so I think we have a good relationship.

ANNEXURE K

LANGUAGE EDITING CERTIFICATE

BERNICE BRADE EDITING Member of the Professional Editors' Guild

FREELANCE WRITER, PROOF READER AND EDITOR
WEB RESEARCHER AND RESEARCH STRATEGIST
ENGLISH SPECIALIST
ESTABLISHED 1987

Tel. and Fax +27 11 465 4038
Cell 072 287 9859
Email edit@iafrica.com
10 August 2019

P O Box 940
LONEHILL 2062
South Africa

To whom it may concern: Certificate of Editing

This letter serves to confirm that in **August 2019** I did the proofreading and the language editing for the dissertation of

CHANÉ SMITH

Student number: 61947830

Titled: **PRINCIPAL LEADERSHIP AND SCHOOL PERFORMANCE: A CASE STUDY IN GAUTENG SCHOOLS**

This document is being submitted in fulfilment of the requirements for the degree

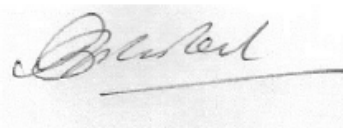
MAGISTER EDUCATIONIS

In EDUCATIONAL LEADERSHIP AND MANAGEMENT

In the COLLEGE OF EDUCATION

At the UNIVERSITY OF SOUTH AFRICA

I have proofread and edited the entire dissertation, including the introductory pages, the list of references and the appendices. This editing principally involves proofreading, language, style and grammar editing; and also checking the text for clarity of meaning, sequence of thought and expression and tenses. I have also noted any inconsistencies in thought, style or logic, and any ambiguities or repetitions of words and phrases, and have corrected those errors which creep into all writing. I have written the corrections on the hard copy and have returned the document to the author, who is responsible for inserting these. Please note that this confirmation refers only to editing of work done up to the date of this letter and does not include any changes which the author or the supervisor may make later.



10 August 2019

Bernice McNeil BA Hons NTSD



If editors respect the academic purpose of thesis writing and the priority of the supervisor, we can help students (and ourselves). As one member told us: "We are a valuable resource for students as long as we edit these papers in an ethical way—a way in which ... the work that students submit is indeed their own, only more polished." Guidelines for Editing Theses - The Editors' Association of Canada/l'Association canadienne des réviseurs

Material for editing or proofreading should ideally be submitted in hard copy. In electronic copy, it is too easy for the student to accept editorial suggestions without thinking about their implications Queensland University of Technology Higher Degree Research Guidelines

Proprietor: Bernice McNeil BA Hons, NSTD Member of the Classical Association of South Africa
Member of the English Academy of Southern Africa